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ABSTRACT

This annotated bibliography, which is a supplement to "Day Care: An Annotated Bibliography," contains approximately 220 items published between 1964 and 1971. Books, pamphlets, magazine articles, research papers, and reports of studies are included in this list. All are sources that the Day Care Policy Studies Group examined for a study undertaken for the Office of Economic Opportunity. These references are grouped in twelve categories as follows: 1. General Issues, 2. Child Development, 3. Specific Programs, 4. Personnel, 5. Economic Issues, 6. Licensing Standards, 7. Legislation and Regulation, 8. Special Issues, 9. Evaluation, 10. Facilities and Supplies, 11. General Resources, 12. Public Schools. There is an author index at the end of the bibliography. Many items of general educational interest are included, so that this list would be of value not only to those concerned with the day care field, but to many types of professionals involved in working with children. (For related documents, see PS 005 969-981, 983.) (AL)

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PREPARED BY:
Alberta Wells

of the

DAY CARE POLICY STUDIES GROUP
Institute for Interdisciplinary Studies
123 East Grant Street
Minneapolis, Minnesota 55403

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FINAL REPORT: PART X
BIBLIOGRAPHY SUPPLEMENT FOR SEPTEMBER, OCTOBER, AND NOVEMBER 1971
VOLUME 2

ADDITION TO

DAY CARE: AN ANNOTATED BIBLIOGRAPHY

REVISED SEPTEMBER 1971

The September Revision contained approximately 1500 items

This compilation of the September, October, and November supplements contains approximately 220 items

FOREWORD

This final report is submitted to the Office of Economic Opportunity by the Day Care Policy Studies Group in fulfillment of Contract B00-5121. This report presents the research undertaken by the Day Care Policy Studies Group and does not necessarily represent the policies or positions of the Office of Economic Opportunity.

The final report is presented in two sections: Part I Alternative Federal Day Care Strategies for the 1970's: Summary Report, and Parts II through X, supporting appendices to the summary report. The following separately bound volumes are included:

Parts: I Alternative Federal Day Care Strategies of the 1970's: Summary Report

II Volume 1 Child Care Programs: Estimation of Impacts and Evaluation of Alternative Federal Strategies

Volume 2 Appendixes to Child Care Programs: Estimation of Impacts and Evaluation of Alternative Federal Strategies

Volume 3 Measurements of Impacts of Child Care Programs

III Existing Day Care Legislation

IV Volume 1 Costs of Day Care

Volume 2 Appendix to Costs of Day Care: Proceedings of a Workshop

V Challenges in Day Care Expansion

VI Public Opinion Toward Day Care

VII Types of Day Care and Parents' Preferences

VIII Future Trends Affecting Day Care and Preschool Education

IX Volume 1 Training Programs for Child Care Personnel

Volume 2 Appendix to Training Programs for Child Care Personnel

X Volume 1 Day Care: An Annotated Bibliography

Volume 2 Bibliography Supplement for September, October, and November 1971

Volume 3 Bibliography Supplement for December 1971

In addition to this final report and supporting technical appendixes, the Day Care Policy Studies Group has provided the following supporting documents to the Office of Economic Opportunity in fulfillment of this contract.

An Explication of Some Alternative Federal Day Care Strategies for the 70's

Potential Impacts from Child Care

Considerations in the Evaluation of Alternative Funding Mechanisms for Day Care Services

The Effect of Present and Proposed Tax Deductions for Child Care

Emerging Findings and Implications for the Implementation of the Day Care Provisions of H.R.1 and OEO R & D in Day Care

Pending Federal Legislation Pertaining to Day Care

Review of Pending Day Care Legislation

Benefit/Cost Analysis of Day Care Programs Under a Family Assistance Plan

The Public's Opinion of Day Care

Paraprofessionals in Day Care

Some Implications of the Provision of Day Care Services

Day Care: An Annotated Bibliography Monthly Supplements

Questions Relating to the Federal Role in Day Care (Unpublished)

Evidence of Interest by States and Local Governments in Implementing Day Care and Preschool Educational Programs (Unpublished)

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1. GENERAL ISSUES

AN ANALYSIS OF PRIVATE PRESCHOOL PROGRAMS. Sacramento, California: Arthur Bolton Associates, 1970. 42 pp. Free

> The Board of the Private Nursery School Association of California initiated this study to answer the following questions: What attributes do P.N.S.A. member schools display which would enable them to compete with public day care programs? If P.N.S.A. member schools elect to increase their participation in federally funded programs, can they meet the existing requirements? Do P.N.S.A. members want to become involved in publicly funded programs, and to what extent?

COMMUNITY COORDINATED CHILD CARE PLANNING PROPOSAL. Santa Clara, California: Social Planning Council of Santa Clara County, 1970. 56 pp. Free

> "This document describes a planning proposal to organize and to develop the planning and support necessary to obtain both federal and state recognition of a Santa Clara County group as a 4-C Program."

Ellis, Kate, and Petchesky, Rosalind. THE POLITICS OF DAY CARE. Chicago: New University Conference, 1971. 13 pp. .25

> New University Conference is a national organization of radicals who are "committed to struggle politically to create a new, American form of socialism and to replace an educational and social system that is an instrument of class, sexual, and racial oppression with one that belongs to the people." Day care was adopted as one of the national programs. "The principal object of this paper is to show that community contexts (i.e., social welfare contexts) have become not only vital to the functioning of corporate capitalism but also major arenas of socialization and of the potential development of class consciousness."

Florika and Gilda. "The Politics of Day Care." WOMEN: A JOURNAL OF LIBERATION 1(1970):30-33

> Using quotations and free verse, the authors point out the dangers they see in business providing day care; they claim that more women can work and business can control the way their children grow up.

Gross, Louise, and MacEwan, Phyllis. "On Day Care." WOMEN: A JOURNAL OF LIBERATION 1(1970):26-29

Day care is viewed as "a people's liberation issue." In contrast to the isolated private home environment, group care provides a "liberating" environment for children. The authors point out some areas in which day care centers must be "radicalized": local control, hidden curriculum, teachers' ideology, and men on day care staffs.

NEIGHBORHOOD-BASED CHILD CARE SERVICES FOR THE INNER CITY: A SERVICE MODEL, A STAFFING PLAN AND A PROGRAM IMPLEMENTATION STRATEGY. Chicago: Illinois Board of Vocational Education and Rehabilitation, 1971. 85 pp. Free

The purpose of this study was to design a child care program responsive to the needs of disadvantaged inner city neighborhoods. The model, based upon a capacity of 100 children, features a central unit for administrative and supportive services surrounded by five mini-centers located within walking distance. It provides employment and career development for 28 welfare mothers and other low income residents and community participation in planning and management.

Wylie, Evan McLeod. "Day-Care Centers: What We Have, What We Need, What Is Yet to Be Done." GOOD HOUSEKEEPING, September 1971, p. 102

In this general article citing the growing need for day care, the author recommends the involvement of neighborhood and community groups to insure that day care will become a success.

Yahr, Nina, and Wingate, Eric. THE YAHR-WINGATE REPORT: AN INVESTIGATION OF DIRECT LEASE DAY CARE CENTERS IN NEW YORK CITY. New York: State of New York, The Assembly, 1971. 19 pp. Free

The city of New York entered into long-term, net leases with private landlords for buildings ostensibly designed for use as day care centers. The city then turned these buildings over to day care sponsors to operate day care programs. The day care sponsors have complained bitterly of poor design, poor construction and inadequate equipment in the centers. This report is an investigation into the quality of these "direct lease" day care centers and includes an analysis of fourteen day care centers in Manhattan, Brooklyn, and the Bronx.

2. CHILD DEVELOPMENT

A. GENERAL

AN ANNOTATED BIBLIOGRAPHY ON CHILDREN. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Department Library for the White House Conference on Children, 1971. 75 pp. .70

This bibliography was prepared as a working tool for participants in the 1970 White House Conference on Children. The list was made from literature published in the United States during the last five years on the major problems, trends, methodologies, and achievements in the fields which were the focus of the White House Conference on Children.

Aurbach, Herbert A. A SELECTED BIBLIOGRAPHY ON SOCIOCULTURALLY DISADVANTAGED CHILDREN AND YOUTH AND RELATED TOPICS. Pittsburgh: Pittsburgh University, Learning Research and Development Center, Project SUCCEED, 1966. 28 pp. ERIC, 3.29

"This bibliography was compiled and edited for use in a workshop on meeting special educational needs of socially and culturally disadvantaged students. Besides listing works on disadvantaged youth, the bibliography presented references on such topics as poverty, schools, delinquency, integration, sociology, and psychology."

Baker, Katherine Read. LET'S PLAY OUTDOORS. Washington, D.C.: National Association for the Education of Young Children, 1970. 35 pp. 1.00

The many suggestions for outdoor experiences in this booklet are designed to help teachers provide a richer learning environment for young children.

Bouchard, Ruth, and Mackler, Bernard. A PREKINDERGARTEN PROGRAM FOR FOUR-YEAR-OLDS: WITH A REVIEW OF THE LITERATURE ON PRESCHOOL EDUCATION. New York: Center for Urban Education, 1967. 54 pp. ERIC, 3.29

Evaluation of a prekindergarten program in Harlem centered on the outcomes of learning rather than the social, emotional, and intellectual processes of learning. A review of literature on nursery school, preschool, and Project Head Start is included with data covering the subjects of social, emotional, and cognitive development of children.

Bourne, Patricia Gerald; Medrich, Elliott A.; Steadwell, Louis; and Barr, Donald. .DAY CARE NIGHTMARE: A CHILD CENTERED VIEW OF CHILD CARE. Berkeley: University of California. Institute of Urban and Regional Development, 1970. 92 pp. Free

A "child-centered stance" is the perspective for the four purposes of this paper: to establish a set of criteria based on the needs of children for extra-parental care, by which the performance of a system or constellation of child care services may be judged. to look at the existing range of services in order to see which of these needs of children are currently being met and which are not being met, to look at the existing constellation of services as a "system" and ask whether that system is able to respond to the current and evolving needs of children, and to identify immediate and particular changes which would make the existing system more effective, propose some priorities for action and a new form of organization for the delivery of day care services.

CHILD CARE SERVICES (DAY CARE). Seattle: Seattle Model City Program, 1970. 82 pp. Free

Supplementary care for children was deemed essential to the solution of family problems characteristic of Seattle's Model Neighborhood. A plan was developed to provide quality child care appropriate to the circumstances of the child and family to all residents in need, and at a cost commensurate with the family's ability to pay. This project description gives the background; principles, goals, and objectives; project content; project schedule; personnel, and first-phase budget. The second-year plan, published in October, 1970, includes the second-year objectives and the first-year evaluation report.

"Children's Needs Emphasized in 'Young Family Communities.'" APARTMENT CONSTRUCTION NEWS, June 1971, pp. 22-26

An increasing number of day care centers are being included in housing facilities that have a young family market. "The underlying philosophy of these centers is to meet the needs of young families with child care available up to 24 hours per day and to provide a comprehensive educational environment."

Denenberg, Victor H., ed. EDUCATION OF THE INFANT AND YOUNG CHILD. New York: Academic Press, 1970. 140 pp. 6.75

"This book reviews and summarizes the data, at both the human and nonhuman levels, concerning the effects of early experiences on the very young. It is particularly concerned with the types of experiences that should be received by young babies who spend part of their time in a day-care center."

Dunham, Richard M. PROJECT KNOW HOW: A COMPREHENSIVE AND INNOVATIVE ATTACK ON INDIVIDUAL FAMILIAL POVERTY. Tallahassee: Florida State University, Institute of Human Development, 1969. 387 pp. Free

"The essential goals of Project Know How are to stabilize participating families by reinforcing the members in normal familial roles, and to normalize the intelligence of the offspring by providing a sufficient level of adult attention and intellectual stimulation during the period of growth."

EDUCATIONAL LEADERSHIP 28(1971). 1.00

The theme of this issue is "Farly Childhood Education: A Perspective." It contains articles by David L. Elliott, Milly Cowles, Joe L. Frost, June M. Patterson, and Walter L. Hodges.

Emlen, Arthur C. CHILD DEVELOPMENT IN DAY CARE PROGRAMS. Prepared for the Committee on Infant Day Care, Child Development/ Day Care Workshop, July 22-August 3, 1970, Airlie House, Warrenton, Virginia. 10 pp.

The three settings for day care: home care, family day care, and center care, are looked at for the following features: its distinguishing characteristics, variations on it, its advantages for family life, its disadvantages for family life, and additional services needed to assure optimum development of the child.

PS 005982

ENVIRONMENTAL ABSTRACTS. Ann Arbor: University of Michigan, College of Architecture and Design, Architectural Research Laboratory, 1965. 765 pp. 15.00

These abstracts are condensations of reference material considered significant in the study of environmental relationships. They are believed to be "a representative scanning of the field as well as a good indication of the various lines of investigation that have been pursued so far in the study of how behavior is affected by environment."

FEASIBILITY REPORT AND DESIGN OF AN IMPACT STUDY OF DAY CARE. Cambridge, Massachusetts: Center for the Study of Public Policy, 1971. 198 pp. Free

Two questions were investigated for this report: Could an impact study which provided comprehensive day care for poor and near-poor families in one or two large communities help federal officials and Congress decide between alternative mechanisms for funding day care, such as project grants and vouchers? Would such an impact study tell OEO anything useful about the effect on poor parents and children of federally funded day care?

Frankel, Judith Topelberg. THE SECURITY STATUS OF YOUNG CHILDREN WHOSE MOTHERS ARE EMPLOYED. Ph.D. dissertation, Ohio State University, 1958. 202 pp.

"The purpose of this study was to examine and describe personality and behavioral relationships between working mothers and their preschool children and between non-working mothers and their preschool children. The investigation of the relationship of a mother's role satisfaction to her child's security behavior was the major consideration."

Gilbert, Dorothea. "Educational and Growth Needs of Children in Day Care." CHILD WELFARE 49(1970):15-20

The author notes the stages of development in young children which must be as carefully planned for in day care centers as they have been in the home. To bridge the gap between home and center and overcome problems of separation, the author points out ways for the parents and the staff to prepare children for this part of their lives and keep them from feeling "divided."

Greenberg, Polly. "CDGM . . . An Experiment in Preschool for the Poor -- by the Poor." YOUNG CHILDREN 22(1967):307-15

The Child Development Group of Mississippi began its Head Start program by seeking out poor parents to develop education for their own children with the support of professionals. This approach rested in the belief that "stage one" in early childhood education for poor children is "to explore the feelings and factors in the child's home and community life that cause him to be classified 'disadvantaged,' and to explore these things with the experts in this area of knowledge, i.e., his parents, and then to experiment cooperatively with them in developing processes and procedures for coping with some of these conditions which both parents and professionals consider handicaps to full personal development and fruitfulness."

Kohlberg, Lawrence, and Mayer, Rochelle S. PRESCHOOL RESEARCH AND PRESCHOOL EDUCATIONAL OBJECTIVES: A CRITIQUE AND A PROPOSAL. Cambridge, Massachusetts: Harvard University, n.d. 52 pp. Free

"In this paper we shall analyze prevalent current strategies for defining the aims and standards of preschool education, and recommend an alternate approach indicating the research necessary to render it concrete."

Kritchevsky, Sybil; Prescott, Elizabeth; and Walling, Lee. PLANNING ENVIRONMENTS FOR YOUNG CHILDREN: PHYSICAL SPACE. Washington, D.C.: National Association for the Education of Young Children, 1969. 56 pp. 1.50

Particular settings invite children to involve themselves in particular activities, and the extent of children's constructive participation in the activity will depend in large part on how well certain concrete measurable aspects of the surrounding physical space meet their "hunger, attitudes, and interests." These spatial cues -- what they are, and how they can be used to support goals for young children -- are the subject of this document.

MIGRANT CHILDREN: THEIR EDUCATION. Washington, D.C.: Association for Childhood Education International, 1971. 64 pp. 2.00

The 15 articles in this booklet are concerned with the problems of migrant children and how teachers can understand and deal with these problems in helping the children get an education.

Murphy, Lois B. ADAPTATIONAL TASKS IN CHILDHOOD IN OUR CULTURE. Topeka, Kansas: Menninger Foundation, 1964. 11 pp. ERIC, 3.29

The author enumerates the basic adaptational tasks of the child from birth to school age. Basic to these tasks are the contributions of emerging drives and maturation of cognitive, motor, and affective capacities; the simultaneous operation of functions contributing to the formation of structures; and a variety of learning processes including classical Pavlovian conditioning, operant conditioning, and trial and error learning.

RESEARCH AND DEVELOPMENT REGISTER IN EARLY CHILDHOOD EDUCATION, 1970. St. Ann, Missouri: National Program on Early Childhood Education of CEMREL, 1971. 235 pp. 2.00

The register lists 1,479 investigators in the field of early childhood education and the type of investigation in which they are involved.

Rohwer, William D., Jr. ON ATTAINING THE GOALS OF EARLY CHILDHOOD EDUCATION. Paper prepared for the OEO Conference on Research in Early Childhood Education, 1970, Washington, D.C. 45 pp. Free

> "The objective of this paper is to provide a documented rationale for the recommendation that relevant funding agencies, including especially the Office of Economic Opportunity, should provide support for a new departure in research on cognitive development as it pertains to education: research that focuses on the late childhood and early adolescent years."

Ross, Sid. "Who Takes Care of Your Children?" PARADE MAGAZINE, 5 March 1967, p. 14

> This article cites some dramatic instances of neglect and substandard care in family day care.

Schoggen, Maxine. AN ECOLOGICAL STUDY OF THREE-YEAR-OLDS AT HOME. Nashville: George Peabody College for Teachers, 1969. 81 pp. ERIC, 3.29

> "The purpose of this study was to generate a library of 198 specimen records of the behavior of 24 three-year-old children in different socioeconomic environments: low income urban, low income rural, and middle income urban."

UEC-EDUCATIONAL DAY-CARE SYSTEMS. Washington, D.C.: UEC, Educational Day-Care Division, 1971. 84 pp. Free

> This proprietary day care program seeks to "provide a new dimension in strengthening family ties through child care," as well as give attention to the intellectual, social, emotional, health, and nutrition needs of children.

Walberg, Herbert J. STRUCTURAL AND AFFECTIVE ASPECTS OF CLASSROOM CLIMATE. Cambridge, Massachusetts: Harvard University, 1967. 18 pp. ERIC, 3.29

> "Using the classroom as the unit of analysis, a 25 percent random sample of students in 72 classes from all parts of the country took the classroom climate questionnaire in order to investigate the relationship between structural (organizational) and affective (personal interaction between group members) dimensions of group climate."

Walberg, Herbert J., and Anderson, Gary. CLASSROOM CLIMATE AND INDIVIDUAL LEARNING. Cambridge, Massachusetts: Harvard University, 1967. 16 pp. ERIC, 3.29

> "To investigate the relationship between individual satisfaction with classroom climate and learning, 2100 high school juniors and seniors were asked to evaluate the Harvard Project Physics, an experimental course which utilized new instructional methods and materials. It was found that significant and complex relations existed between climate measures and learning criteria, and groups of climate variables predicted learning better than others."

Yarrow, Marian Radke. "Maternal Employment and Child Rearing." CHILDREN 8(1961):223-28

> The author finds differences in the child-rearing practices of working and nonworking mothers related to the variables in the mothers' personal situations.

B. PHYSICAL

Brockman, Lois M., and Ricciuti, Henry N. "Severe Protein-Calorie Malnutrition and Cognitive Development in Infancy and Early Childhood." DEVELOPMENTAL PSYCHOLOGY 4(1971):312-19

> "The effects of severe protein-calorie malnutrition during infancy on cognitive development were observed in the child's manipulative organization of sorting task objects."

Chabot, Andre. "Improved Infant Mortality Rates in a Population Served by a Comprehensive Neighborhood Health Program." PEDIATRICS 47(1971):989-994

> A comprehensive community health program for the low income population of Denver was developed by the Denver Department of Health and Hospitals. To measure the impact of this program, infant-mortality rates were reviewed in the low-income and nonwhite populations. There was a marked decrease in the infant-mortality rates in both populations.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and socio-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Kallen, David J. "Nutrition and Society." JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION 215(1971):94-100

"Malnutrition during development leads to high infant mortality and lowered physical size. While severe malnutrition may lead to intellectual impairment, the direct relationship between moderate malnutrition and intelligence is still unknown. This is because both nutrition and intellectual development are associated with various social factors."

MALNUTRITION: ONE KEY TO THE POVERTY CYCLE. Sacramento: Assembly of the State of California, Committee on Health and Welfare, 1970. 26 pp. Free

This report contains proposals for meeting the problem of malnutrition of children in California. The two primary recommendations are to provide AFDC families with "adequate assistance so that their total income equals the minimum amount required to maintain sound nutrition and safe healthful living conditions for their children"; and to provide all economically needy school children in California with free or reduced-price school meals.

Morris, Naomi M.; Peters, Ann DeHuff; and Chapman, Sidney S. "Children in Day Care: A Health-focused Look at Current Practices in a Community." AMERICAN JOURNAL OF PUBLIC HEALTH 54(1964):44-52

Health problems and practices in day care in a North Carolina community are viewed by health personnel carrying out health studies, by day care operators, and by the parents whose children are in day care.

"Mortality from Accidents by Age and Sex." STATISTICAL BULLETIN 52(1971):6-9

Tables show mortality rates by ten age groups and "all ages" and by the following accidents: motor vehicle, falls, industrial, drowning, fires and flames, and firearms. For children, the age groups are 0-4, 5-14, and 15-19.

Sandstead, Harold H.; Carter, James P.; House, Faye R.; McConnell, Freeman; Horton, Kathryn B.; and Vander Zwaag, Roger. "Nutritional Deficiencies in Disadvantaged Preschool Children: Their Relationship to Mental Development." AMERICAN JOURNAL OF DISEASES OF CHILDREN 121(1971):455-63

> "The nutritional status of one hundred preschool children from the economically depressed area of Nashville was evaluated and correlated with Stanford-Binet test scores. Significant correlations were found between initial intelligence quotient, final IQ, and IQ differences following language education, all of which related conversely to age."

Scrimshaw, Nevin S. "Infant Malnutrition and Adult Learning." SATURDAY REVIEW, 16 March 1968, pp. 64-66

> The International Conference on Malnutrition, Learning, and Behavior reviewed the evidence and emphasized the urgent need for better understanding of the consequences of early malnutrition in man. The medical, biological, and social scientists from 37 countries called for investigations in a variety of cultural situations, taking into account not only malnutrition, but also infectious disease and the social, psychological, and educational influences in the young child's life.

Sinclair, Caroline B. MOVEMENT AND MOVEMENT PATTERNS OF EARLY CHILDHOOD. Richmond: State Department of Education, Division of Educational Research and Statistics, 1971. 24 pp. Free

> "This study was undertaken to determine the progressive development in movement and movement patterns of children two to six years of age. Related objectives were to identify general chararacteristics which may be studied for appraisal of growth and development and to study variations in movement among normal subjects two to six years old."

Sleet, David A. INTERDISCIPLINARY RESEARCH INDEX ON PLAY: A GUIDE TO THE LITERATURE. Toledo, Ohio: University of Toledo, 1971. 92 pp. 8.00

> "The INTERDISCIPLINARY RESEARCH INDEX ON PLAY has as its chief aim (1) expanding the availability of work related to the theory and research on play to investigators in related disciplines, (2) facilitating retrieval of cogent works on play through topical listings of books and journal articles in specialized disciplines, (3) exposing common research

problems and innovative methods of studying play in hopes of fostering greater collaboration between specialists, and (4) facilitating integration of theory and research on play."

THEIR DAILY BREAD: A STUDY OF THE NATIONAL SCHOOL LUNCH PROGRAM. Atlanta: McNelley-Rudd, 1968. 135 pp. Free

This study was undertaken to find out why so few children participate in the National School Lunch Program and why the School Lunch Program is failing to meet the needs of poor children. The chief recommendation calls for a universal, free, school lunch program as part of a long-range plan for better nutrition for all children.

WHITE HOUSE CONFERENCE ON FOOD, NUTRITION, AND HEALTH: SUMMARY REPORT. Washington, D.C.: White House Conference on Food, Nutrition, and Health, 1970. 14 pp. .25

This document reviews the governmental actions that were based upon the recommendations of the 1969 Conference.

C. SOCIAL-EMOTIONAL

Aurbach, Herbert A. A SELECTED BIBLIOGRAPHY ON SOCIOCULTURALLY DISADVANTAGED CHILDREN AND YOUTH AND RELATED TOPICS. Pittsburgh: Pittsburgh University, Learning Research and Development Center, Project SUCCEED, 1966. 28 pp. ERIC, 3.29

"This bibliography was compiled and edited for use in a workshop on meeting special educational needs of socially and culturally disadvantaged students. Besides listing works on disadvantaged youth, the bibliography presented references on such topics as poverty, schools, delinquency, integration, sociology, and psychology."

Bartel, Nettie R. LOCUS AND CONTROL AND ACHIEVEMENT IN MIDDLE CLASS AND LOWER CLASS CHILDREN. Bloomington: Indiana University, 1970. 22 pp. ERIC, 3.29

"A locus of control measure was administered to 431 lower and middle class children in grades one, two, four, and six. Subjects did not differ significantly from each other on locus of control in grades one and two, but by fourth and sixth grades the differences had reached significance."

Boger, Robert P.; Kuipers, Judith; and Beery, Marilyn. PARENTS AS PRIMARY CHANGE AGENTS IN AN EXPERIMENTAL HEAD START PROGRAM OF LANGUAGE INTERVENTION. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1969. 191 pp. ERIC, 6.58

> Results of this study to determine the effectiveness of parents as change agents in an ongoing Head Start program supported the major hypotheses which predicted improvement in language performance, intellectual performance, self-concept development, and mother-child interaction, as a result of a differentiated parent education language program.

Briggs, Dorothy Corkille. YOUR CHILD'S SELF-ESTEEM: THE KEY TO HIS LIFE. Garden City, New York: Doubleday, 1970. 341 pp. 6.95

> This book offers a formula for helping parents build high self-esteem in their children. Issues such as growth stages, discipline, negative emotions, etc., are viewed in the light of their impact on the child's sense of identity.

Brookover, Wilbur B.; Erickson, Edsel L.; and Joiner, Lee M. RELATIONSHIP OF SELF-CONCEPT TO ACHIEVEMENT IN HIGH SCHOOL. East Lansing: Michigan State University, Human Learning Research Institute, 1967. 368 pp. ERIC, 13.16

> "This research on the relationship of self-concept of ability to academic achievement in high school was based on the theoretical framework commonly identified as the symbolic interactional theory of behavior. The basic postulate was that academic behavior or school learning is limited by the student's self-concept of his ability, and that self-concept results from the expectations and evaluations held by significant others as perceived by the student."

Brookover, Wilbur B.; LePere, Jean M.; Hamachek, Don E.; Thomas, Shailer; and Erickson, Edsel L. IMPROVING ACADEMIC ACHIEVEMENT THROUGH STUDENTS' SELF-CONCEPT ENHANCEMENT. East Lansing: Michigan State University, College of Education, Bureau of Educational Research Services, 1965. 354 pp. ERIC, 13.16

> "This study's purpose was to enhance the self-concept of ability of low-achieving, junior high school students and, subsequently, increase their achievement through -- (1) modification of images and expectations held by parents, (2) direct contact with an 'expert', communicating information with a counselor, holding positive and high expectations for the students."

Brookover, Wilbur B.; Paterson, Ann; and Thomas, Shailer. THE RELATIONSHIP OF SELF-IMAGES TO ACHIEVEMENT IN JUNIOR HIGH SCHOOL SUBJECTS. East Lansing: Michigan State University, 1962. 112 pp. ERIC, 6.58

> "The report concluded that self-concept of ability functions independently of measured intelligence in predicting school achievement. Experimental treatments designed to enhance a student's self-concept of ability and thus improve his school achievement are being undertaken . . ."

Caldwell, Bettye M., and Honig, Alice S. APPROACH:A PROCEDURE FOR PATTERNING RESPONSES OF ADULTS AND CHILDREN, CODING MANUAL. Little Rock: University of Arkansas, n.d. 134 pp. Free

> The coding system described here is a numerical language into which ongoing behavior can be translated and then summarized and analyzed. It was developed within a nursery school setting although it does not require any specific type of social situation.

Caldwell, Bettye M., and Smith, Lucille E. "Day Care for the Very Young -- Prime Opportunity for Primary Prevention." AMERICAN JOURNAL OF PUBLIC HEALTH 60(1970):690-97

> "Group day care for children younger than three has not been considered an acceptable form of care in our culture. The present paper describes a day care program for infants and preschoolers operated in Syracuse, New York, and reports data to show that children in the program manifest cognitive gains and are not damaged emotionally."

Cohen, Harold L. M.O.D.E.L. "MOTIVATIONALLY ORIENTED DESIGNS FOR AN ECOLOGY OF LEARNING." Paper read at the American Educational Research Association Symposium on Application of Reinforcement Principles to Education, 17 February 1967, at New York City. 11 pp. 1.00

> The general purpose of this paper is to further awareness of the effect of a motivationally oriented environmental design upon learning behavior -- the effect of a schedule of reinforcement. The particular purpose of this paper is to describe, by research experience, the use of behavioral control in the education of delinquent youth.

Gezi, Kal I. ANALYSES OF CERTAIN MEASURES OF CREATIVITY AND SELF-CONCEPT AND THEIR RELATIONSHIPS TO SOCIAL CLASS. Paper read at the 47th Annual Meeting of the California Educational Research Association, March 14-15, 1969, Los Angeles. 9 pp. ERIC, 3.29

The major finding of this study is that the lower social class group scored higher on all aspects of creativity than the middle social class group. One possible explanation is that middle class children live in a more highly structured milieu than do lower class children. Therefore, the lower class child has the opportunity to develop his creativity through the nature of his unstructured play.

Glueck, Sheldon and Eleanor. "Working Mothers and Delinquency." MENTAL HYGIENE 41(1957):327-52

Using data from their book UNRAVELING JUVENILE DELINQUENCY, the authors' purpose is to determine the direct and the indirect relationship between a mother's working and the delinquency of her children.

Gold, Martin. STATUS FORCES IN DELINQUENT BOYS. Ann Arbor: University of Michigan, Institute for Social Research, Inter-Center Program on Children, Youth, and Family Life, 1963. 229 pp. 5.00

"The purpose of this program has been to investigate with a social psychological perspective the phenomena of behavioral deviancy in the process of youth development, and to collaborate with community leaders in utilizing the research findings to develop and evaluate program experiments derived from research and theory and aimed at improving some aspect of the socialization or re-socialization of youth."

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Hess, Robert D. "Social Class and Ethnic Influences upon Socialization." In CARMICHAEL'S MANUAL OF CHILD PSYCHOLOGY, edited by Paul H. Mussen, pp. 457-557. New York: John Wiley, 1970.

The focus of this chapter is on the variations of socialization and related behavior in children among different socioeconomic and ethnic groups within American society.

Hess, Robert D., and Shipman, Virginia C. MATERNAL ATTITUDE TOWARD THE SCHOOL AND THE ROLE OF PUPIL, SOME SOCIAL CLASS COMPARISONS. Paper prepared for the Fifth Work Conference on Curriculum and Teaching in Depressed Urban Areas, June 20-July 1, 1966, at Columbia University Teachers College. 26 pp. ERIC, 3.29

"A 4-year research study has indicated that a mother's attitude toward the school influences the young child's school behavior and his ability to deal with adults and perform cognitive tasks."

Hobbs, Nicholas. "Helping Disturbed Children: Psychological and Ecological Strategies." AMERICAN PSYCHOLOGIST 21(1966):1105-1115

"Project Re-ED" stands for "a project for the reeducation of emotionally disturbed children." It was developed explicitly as a new way to meet a social need for which current institutional arrangements are conspicuously inadequate.

Nimnicht, Glen; McAfee, Oralie; and Meier, John. THE NEW NURSERY SCHOOL. New York: General Learning Corporation, 1969. 181 pp. 13.00

This book has evolved from four years of experimental and developmental work at the New Nursery School in Greeley, Colorado. It is a guide for planning and implementing classroom activities to achieve the following objectives: in the affective domain, to develop a positive self-image; in the cognitive domain, to increase sensory and perceptual acuity, to improve language skills, to promote the formation of certain concepts essential for later learning, and to develop the child's ability to solve problems. Six "Learning Activities Booklets" accompany the book.

Prestwich, Sheldon. THE INFLUENCE OF TWO COUNSELING METHODS ON THE PHYSICAL AND VERBAL AGGRESSION OF PRESCHOOL INDIAN CHILDREN. Austin: University of Texas, Child Development Evaluation and Research Center, 1969. 93 pp. ERIC, 3.29

"The purposes of this study were (1) to investigate the influence of anthropomorphic models as a therapeutic vehicle to help 5-year-old Indian children to appropriately handle, and thereby decrease, physical and verbal aggression, and (2) to investigate the influence of group counseling with Indian mothers as it affects aggression in their preschool children."

Sleet, David A. INTERDISCIPLINARY RESEARCH INDEX ON PLAY: A GUIDE TO THE LITERATURE. Toledo, Ohio: University of Toledo, 1971. 92 pp. 8.00

"The INTERDISCIPLINARY RESEARCH INDEX ON PLAY has as its chief aim (1) expanding the availability of work related to the theory and research on play to investigators in related disciplines, (2) facilitating retrieval of cogent works on play through topical listings of books and journal articles in specialized disciplines, (3) exposing common research problems and innovative methods of studying play in hopes of fostering greater collaboration between specialists, and (4) facilitating integration of theory and research on play."

Spaulding, Robert L.; Funderburk, Anne; and Leonhardt, Teresa. SUMMARY OF EFFECTS OF PRESCHOOL EDUCATION. Durham, North Carolina: Duke University, n.d. 9 pp. Free

"This paper summarizes the literature regarding effects on social and intellectual development, and suggests generalizations which appear to be supported by the research literature."

Tangri, Sandra S., and Schwartz, Michael. "Delinquency Research and the Self-Concept Variable." JOURNAL OF CRIMINAL LAW, CRIMINOLOGY AND POLICE SCIENCE 58(1967):182-90

"The present paper considers the self-concept variable in delinquency research. The seminal work with this variable done by Reckless and his colleagues is the subject of analysis. The authors note that while the research has been of crucial importance to the delinquency literature, there are problems of sampling, measurement, and interpretation as well as a lack of theoretical orientation which place very severe restrictions on the predictive utility of the self-concept variable."

Wolfson, Bernice J., and Jackson, Philip W. LIFE'S LITTLE PROBLEMS: AN INTENSIVE LOOK AT THE DAILY EXPERIENCES OF YOUNG CHILDREN. Chicago: University of Chicago, Early Education Research Center, 1970. 25 pp. Free

This study began as an attempt to determine the frequency with which children in nursery school undergo experiences that might be interpreted as interfering in some way with the natural pursuit of their desires. The emergent impression is of an environment in which minor mishaps of one sort or another are the rule rather than the exception. In further study, children observed in out-of-school environments seemed to undergo as many interruptions of activity as did the children observed in the nursery school.

D. COGNITIVE

Adkins, Dorothy C., and Crowell, Doris C. DEVELOPMENT OF A PRE-SCHOOL LANGUAGE-ORIENTED CURRICULUM WITH A STRUCTURED PARENT EDUCATION PROGRAM. Honolulu: University of Hawaii, Head Start Evaluation and Research Center, 1968. 34 pp. ERIC, 3.29

> "The objectives of this project were to test (1) a structured language-oriented curriculum, used for an academic year in Hawaiian Head Start classes, and (2) a parent education program."

Adkins, Dorothy C., and Herman, Hannah. HAWAII HEAD START EVALUATION--1968-69. Honolulu: University of Hawaii, 1970. 192 pp. ERIC, 6.58

> The following comparisons were made in this study: the developmental effects of two curriculua (University of Hawaii Preschool Language Curriculum and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, and one focusing on more general concepts of child development); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance).

Bachman, Jerald G. YOUTH IN TRANSITION: THE IMPACT OF FAMILY BACKGROUND AND INTELLIGENCE ON TENTH-GRADE BOYS. Vol. II. Ann Arbor: University of Michigan, Institute for Social Research, 1970. 289 pp. 5.00

> "The study is, in the broadest sense, an exploration of the effects of social environments on adolescent boys with special emphasis on the impact of school and work environments."

Badger, Earladeen D. MOTHERS' TRAINING PROGRAM: EDUCATIONAL INTERVENTION BY THE MOTHERS OF DISADVANTAGED INFANTS. Urbana: University of Illinois, n.d. 30 pp. Free

> "This paper describes the first year of a two-year exploratory study aimed at teaching socially disadvantaged mothers to stimulate the intellectual development of their infants (1-2 years of age)."

Ball, Samuel, and Bogatz, Gerry Ann. THE FIRST YEAR OF SESAME STREET: AN EVALUATION. Princeton, New Jersey: Educational Testing Service, 1970. 441 pp. 7.50

"The report that follows is an evaluation of the impact of a nationally telecast show on a relatively small but important segment of our society -- 3- through 5-year-old children. It is to be hoped that this study, unprecedented in scope, will soon have many parallels and will be useful in improving television programming."

Baratz, Stephen S. NEGRO CULTURE AND EARLY CHILDHOOD EDUCATION. Paper presented at the Montessori Centennial Conference, June 1970, New York. ERIC, 3.29

This study suggests that many early intervention programs have been created which are ethnocentric and lack cross-cultural perspective. Suggestions are offered to take advantage of observed cultural differences, particularly in language and reading. Intervention is seen as necessary, but it should assume a culture conflict, rather than culture deficit, viewpoint.

Bartel, Nettie R. LOCUS AND CONTROL AND ACHIEVEMENT IN MIDDLE CLASS AND LOWER CLASS CHILDREN. Bloomington: Indiana University, 1970. 22 pp. ERIC, 3.29

"A locus of control measure was administered to 431 lower and middle class children in grades one, two, four, and six. Subjects did not differ significantly from each other on locus of control in grades one and two, but by fourth and sixth grades the differences had reached significance."

Biber, Barbara; Shapiro, Edna; Wickens, David; and Gilkeson, Elizabeth. PROMOTING COGNITIVE GROWTH: A DEVELOPMENTAL-INTERACTION POINT OF VIEW. Washington, D.C.: National Association for the Education of Young Children, 1971. 64 pp. 2.50

"The purpose of this paper is to define and illustrate how the teacher of preschool children can strengthen cognitive development."

BILINGUAL FAMILY SCHOOL PROJECT (ADAIR COUNTY, OKLAHOMA). Little Rock, Arkansas: South Central Regional Education Laboratory, 1969. 8 pp. ERIC, 3.29

A survey of educational needs assigned high priority to provision of bilingual preschool experiences for Cherokee Indian children and to home-school-community involvement of their parents. As a result, the Bilingual Family School offers an instructional program emphasizing language development and individual exploration of educational materials and parent activities, including daily exposure to the children's program

in addition to studying the Cherokee language, developing teacher aids, learning handcrafts, and receiving information on sanitation and nutrition.

Boger, Robert P.; Kuipers, Judith; and Beery, Marilyn. PARENTS AS PRIMARY CHANGE AGENTS IN AN EXPERIMENTAL HEAD START PROGRAM OF LANGUAGE INTERVENTION. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1969. 191 pp. ERIC, 6.58

Results of this study to determine the effectiveness of parents as change agents in an ongoing Head Start program supported the major hypotheses which predicted improvement in language performance, intellectual performance, self-concept development, and mother-child interaction, as a result of a differentiated parent education language program.

Bowles, Samuel, and Levin, Henry M. "The Determinants of Scholastic Achievement -- An Appraisal of Some Recent Evidence." JOURNAL OF HUMAN RESOURCES 3(1968):3-24

"This study assesses some of the more highly publicized and controversial conclusions of EQUALITY OF EDUCATIONAL OPPORTUNITY by James S. Coleman et al." It scrutinizes the data and the statistical analysis on which the findings of the Coleman Report are based. The study suggests that, because of poor measurement of school resources, inadequate control for social background, and inappropriate statistical techniques used in the presence of interdependence among the independent variables, many of the findings of the Report are not supported.

Brockman, Lois M., and Ricciuti, Henry N. "Severe Protein-Calorie Malnutrition and Cognitive Development in Infancy and Early Childhood." DEVELOPMENTAL PSYCHOLOGY 4(1971):312-19

"The effects of severe protein-calorie malnutrition during infancy on cognitive development were observed in the child's manipulative organization of sorting task objects."

Brookover, Wilbur B.; Erickson, Edsel L.; and Joiner, Lee M. RELATIONSHIP OF SELF-CONCEPT TO ACHIEVEMENT IN HIGH SCHOOL. East Lansing: Michigan State University, Human Learning Research Institute, 1967. 368 pp. ERIC, 13.16

"This research on the relationship of self-concept of ability to academic achievement in high school was based on the theoretical framework commonly identified as the symbolic interactional theory of behavior. The basic postulate was that

academic behavior or school learning is limited by the student's self-concept of his ability, and that self-concept results from the expectations and evaluations held by significant others as perceived by the student."

Brookover, Wilbur B.; LePere, Jean M.; Hamachek, Don E.; Thomas, Shailer; and Erickson, Edsel L. IMPROVING ACADEMIC ACHIEVEMENT THROUGH STUDENTS' SELF-CONCEPT ENHANCEMENT. East Lansing: Michigan State University, College of Education, Bureau of Educational Research Services, 1965. 354 pp. ERIC, 13.16

"This study's purpose was to enhance the self-concept of ability of low-achieving, junior high school students and, subsequently, increase their achievement through (1) modification of images and expectations held by parents, (2) direct contact with an 'expert,' communicating information to enhance self-concept of ability, and (3) interaction with a counselor, holding positive and high expectations for the students."

Brookover, Wilbur B.; Paterson, Ann; and Thomas, Shailer. THE RELATIONSHIP OF SELF-IMAGES TO ACHIEVEMENT IN JUNIOR HIGH SCHOOL SUBJECTS. East Lansing, Michigan: Michigan State University, 1962. 112 pp. ERIC, 6.58

"The report concluded that self-concept of ability functions independently of measured intelligence in predicting school achievement. Experimental treatments designed to enhance a student's self-concept of ability and thus improve his school achievement are being undertaken . . ."

Caldwell, Bettye M., and Smith, Lucille E. "Day Care for the Very Young -- Prime Opportunity for Primary Prevention." AMERICAN JOURNAL OF PUBLIC HEALTH 60(1970):690-97

"Group day care for children younger than three has not been considered an acceptable form of care in our culture. The present paper describes a day care program for infants and preschoolers operated in Syracuse, New York, and reports data to show that children in the program manifest cognitive gains and are not damaged emotionally."

Calkins, Eloise O., ed. READING FORUM: A COLLECTION OF REFERENCE PAPERS CONCERNED WITH READING DISABILITY. Bethesda, Maryland: U.S. Department of Health, Education, and Welfare, National Institutes of Health, Public Health Service, National Institute of Neurological Diseases and Stroke, 1971. 256 pp. 2.00

This is a selection of the background papers contributed to the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders. They offer analyses, approaches, and discussions useful to those concerned with children who do not learn to read effectively.

Chance, June Elizabeth. MOTHER-CHILD RELATIONS AND CHILDREN'S ACHIEVEMENT. Columbia: University of Missouri, 1968. 41 pp. ERIC, 3.29

"This cross-sectional analysis explored (a) children's achievement performance, assessed by academic tests and measure of intelligence, (b) children's attitudes toward achievement, and (c) maternal attitudes toward independence training."

Cohen, Harold L. M.O.D.E.L. "MOTIVATIONALLY ORIENTED DESIGNS FOR AN ECOLOGY OF LEARNING." Paper read at the American Educational Research Association Symposium on Application of Reinforcement Principles to Education, 17 February 1967, at New York City. 11 pp. 1.00

The general purpose of this paper is to further awareness of the effect of a motivationally oriented environmental design upon learning behavior -- the effect of a schedule of reinforcement. The particular purpose of this paper is to describe, by research experience, the use of behavioral control in the education of delinquent youth.

Daniels, Steven. HOW 2 GERBILS, 20 GOLDFISH, 200 GAMES, 2000 BOOKS AND I TAUGHT THEM HOW TO READ. Philadelphia: Westminster Press, 1971. 171 pp. 2.45

The author tells of his experiences teaching in a Philadelphia ghetto school. He presents his program for teaching his students to read, including their test scores of reading improvement.

EXCEPTIONAL CHILDREN 37(1971)

This issue is devoted to the topic "The Exceptional Child's Early Years." It includes articles on toys, intellectual development, model centers for preschool handicapped children, and development of a staff training prototype for early childhood centers.

Feldman, Carol Fleisher. THE ROLE OF UNDERDETERMINANCY AND REFERENCE IN THE SENTENCE RECALL OF YOUNG CHILDREN. Chicago: University of Chicago, Early Education Research Center, 1969. 20 pp. Free

"Children of five and eight years of age were asked to repeat sentences. Sentences were presented in a conversation condition approximately as ordinary conversation and on a tape recording. In eight-year-olds, but not five-year-olds, the adult meaning system was observed. Modal sentences were recalled better than control sentences in the conversation condition, but not in the tape condition. At both ages referentiality of the sentence subject improved its recall without regard to condition."

Gavrin, Joseph B., and Sacks, Lenore S. "Growth Potential of Preschool-Aged Children in Institutional Care: A Positive Approach to a Negative Condition." AMERICAN JOURNAL OF ORTHOPSYCHIATRY 33 (1963):399-408

This is a study of change of intellectual level in 132 "dependent and neglected" children aged two through seven. Significant gains in IQ are reported. Child care philosophy and methods in the Irvington House institutional program are documented. Possible implications of the study for child welfare are discussed.

Gezi, Kal I. ANALYSES OF CERTAIN MEASURES OF CREATIVITY AND SELF-CONCEPT AND THEIR RELATIONSHIPS TO SOCIAL CLASS. Paper read at the 47th Annual Meeting of the California Educational Research Association, March 14-15, 1969, Los Angeles. 9 pp. ERIC, 3.29

The major finding of this study is that the lower social class group scored higher on all aspects of creativity than the middle social class group. One possible explanation is that middle class children live in a more highly structured milieu than do lower class children. Therefore, the lower class child has the opportunity to develop his creativity through the nature of his unstructured play.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Hamblin, Robert L.; Buckholdt, David; and Doss, Harriet. "Compensatory Education: A New Perspective." UNIVERSITY OF TOLEDO LAW REVIEW, Spring-Summer 1970, pp. 459-99

> "In this article, the authors argue that although compensatory education has failed in the past, its failure is to be attributed to the neglect on the part of educators in pursuing relevant research into psychological and biological learning mechanisms, rather than to hereditarily determined IQ differences. The authors describe in detail a series of experiments in which consistent positive reinforcement produced quite dramatic IQ increases in young children and rely on the experiment to support their equilibrium theory of IQ in which environmental determinants of intelligence are stressed.

Hess, Robert D. MATERNAL BEHAVIOR AND THE DEVELOPMENT OF READING READINESS IN URBAN NEGRO CHILDREN. Chicago: National Laboratory on Early Childhood Education, 1969. 28 pp. ERIC, 3.29

> The effects of environmental influences upon the development of reading readiness in young children are discussed.

Hess, Robert D., and Shipman, Virginia C. MATERNAL ANTECEDENTS OF INTELLECTUAL ACHIEVEMENT BEHAVIORS IN LOWER CLASS PRESCHOOL CHILDREN. Chicago: University of Chicago, Head Start Evaluation and Research Center, 1967. 27 pp. ERIC, 3.29

> "The purpose of this research was to determine to what extent young lower class Negro children's actual achievements in the middle class school setting are influenced by maternal behavior and attitudes."

Hess, Robert D., and Shipman, Virginia C. MATERNAL ATTITUDE TOWARD THE SCHOOL AND THE ROLE OF PUPIL, SOME SOCIAL CLASS COMPARISONS. Paper prepared for the Fifth Work Conference on Curriculum and Teaching in Depressed Urban Areas, June 20-July 1, 1966, at Columbia University Teachers College. 26 pp. ERIC, 3.29

> "A 4-year research study has indicated that a mother's attitude toward the school influences the young child's school behavior and his ability to deal with adults and perform cognitive tasks."

Hutinger, Patricia, and Bruce, Terri. THE EFFECTS OF ADULT VERBAL MODELING AND FEEDBACK ON THE ORAL LANGUAGE OF HEAD START CHILDREN. Bloomington: Indiana University, 1970. 19 pp. ERIC, 3.29

"This study examines some variables that may affect two aspects of syntax in Head Start children: the use of descriptors and the use of complete sentences."

THE INFLUENCE OF HOME ENVIRONMENT ON THE SUCCESS OF FIRST GRADERS AS VIEWED BY MOTHERS OF FIRST GRADE STUDENTS. Dayton, Ohio: Institute for Development of Educational Activities; Gallup International, 1969. 18 pp. 1.00

This report is the result of a study where mothers were interviewed about the kinds of things first graders did at home and about their environment. This was done to see if home influences affect the academic achievement of students.

THE INFLUENCE OF HOME ENVIRONMENT ON THE SUCCESS OF FIRST GRADERS AS VIEWED BY TEACHERS OF FIRST GRADE. Dayton, Ohio: Institute of Development of Educational Activities; Gallup International, 1969. 47 pp. 1.50

Researchers asked teachers to give their views of how the home environment could be most beneficial to the academic success of their first grade students.

Kallen, David J. "Nutrition and Society." JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION 215(1971):94-100

"Malnutrition during development leads to high infant mortality and lowered physical size. While severe malnutrition may lead to intellectual impairment, the direct relationship between moderate malnutrition and intelligence is still unknown. This is because both nutrition and intellectual development are associated with various social factors."

Karnes, Merle B., and Hodgins, Audrey. "The Effects of a Highly Structured Preschool Program on the Measured Intelligence of Culturally Disadvantaged Four-year-old Children." PSYCHOLOGY IN THE SCHOOLS 6(1969):89-91

This paper discusses the interim results of an intervention program, trying to determine how best to intervene in the development of disadvantaged children to the end of preparing them for the educational and economic opportunities of society.

Karnes, Merle B.; Hodgins, Audrey S.; Stoneburner, Robert L.; Studley, William M.; and Teska, James A. "Effects of a Highly Structured Program of Language Development on Intellectual Functioning and Psycholinguistic Development of Culturally Disadvantaged Three-Year-Olds." JOURNAL OF SPECIAL EDUCATION 2(1968):405-12

Major goals of this structured program were: (1) to insure what Hunt has described as the proper match between the child's present cognitive development and a specific learning task, and (2) to pace and sequence such tasks to insure developmental learning.

Karnes, Merle B.; Studley, William W.; Wright, Willis R.; and Hodgins, Audrey S. "An Approach for Working with Mothers of Disadvantaged Preschool Children." MERRILL-PALMER QUARTERLY OF BEHAVIOR AND DEVELOPMENT 14(1968):174-84

"The general problem of this study was how to help mothers more effectively stimulate the growth of their preschool children. Specifically, this study was designed to determine the effects of short-term parent training as reflected in the intellectual and linguistic development of the children."

Karnes, Merle B.; Teska, James A.; and Hodgins, Audrey S. "The Effects of Four Programs of Classroom Intervention on the Intellectual and Language Development of 4-year-old Disadvantaged Children." AMERICAN JOURNAL OF ORTHOPSYCHIATRY 40(1970):58-76

"Differential effects of four preschool programs were evaluated through pre- and post-batteries of standardized tests. The interventions represent levels of structure along a continuum from the traditional to the highly structured preschool. Results from all instruments differentiated among the programs, and clearly favored the highly structured preschool."

Karnes, Merle B.; Wollersheim, Janet P.; Stoneburner, Robert L.; Hodgins, Audrey; and Teska, James A. "An Evaluation of Two Preschool Programs for Disadvantaged Children." EXCEPTIONAL CHILDREN, May 1968, pp. 667-76

"This paper presents the first year results of a study designed to evaluate through a battery of standardized tests the effectiveness of two preschool programs upon the long range school performance of comparable groups of children."

Moyles, E. William. "Group Care and Intellectual Development." DEVELOPMENTAL PSYCHOLOGY 4(1971):370-80

"Several hundred children in various group care programs were compared for cognitive development with children reared at home. When compared with age-mates living with natural families, the group-reared children did not show any of the developmental deficiencies usually attributed to 'institutional' rearing."

Niedermeyer, Fred C. PARENT-ASSISTED LEARNING. Inglewood, California: Southwest Regional Educational Laboratory, 1969. 44 pp. ERIC, 3.29

The effects of parent-monitored practice at home on pupil performance in reading were investigated. Results of studies in three kindergarten classes indicated that the Parent-Assisted Learning Program and the Communication Skills Program elicited high levels of parent participation and pupil learning.

Nimnicht, Glen; McAfee, Oralie; and Meier, John. THE NEW NURSERY SCHOOL. New York: General Learning Corporation, 1969. 181 pp. 13.00

This book has evolved from four years of experimental and developmental work at the New Nursery School in Greeley, Colorado. It is a guide for planning and implementing classroom activities to achieve the following objectives: in the affective domain, to develop a positive self-image; in the cognitive domain, to increase sensory and perceptual acuity, to improve language skills, to promote the formation of certain concepts essential for later learning, and to develop the child's ability to solve problems. Six "Learning Activities Booklets" accompany the book.

O'Piela, Joan. EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS EXPANDED THROUGH THE USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, FUNDS. Detroit: Detroit Public Schools, 1968. 47 pp. ERIC, 3.29

A project to evaluate the effectiveness of 14 preschool centers in combining the services of family, community, and professional resources in a program to increase children's school readiness and potential for academic success. It involved 800 three- and four-year-olds and their parents.

READING CRISIS: THE PROBLEM AND SUGGESTED SOLUTIONS. Washington, D.C.: National Education Association, 1970. 56 pp. 4.00

The goal of this report is "to provide the nation's education community with an up-to-date report of the most significant recent studies on reading problems in concise, understandable language."

Rowan, Carl T. "Milwaukee Study Explodes Inferiority Idea." MINNEAPOLIS STAR, 1 July 1971

A project in Milwaukee has shown disadvantaged children to be capable of educational achievement far beyond expectation. Infants from Milwaukee's worst slums, all of whose mothers

had IQs of less than 70, were subjected to "every aspect of sensory and language stimulation." After four years, the IQs of the youngsters have jumped more than 50 percent. The author believes that one of the most important impacts of the study could be in changing attitudes, especially among teachers and school administrators, about the potential of America's disadvantaged children.

Sandstead, Harold H.; Carter, James P.; House, Faye R.; McConnell, Freeman; Horton, Kathryn B.; and Vander Zwaag, Roger. "Nutritional Deficiencies in Disadvantaged Preschool Children: Their Relationship to Mental Development." AMERICAN JOURNAL OF DISEASES OF CHILDREN 121(1971):455-63

"The nutritional status of one hundred preschool children from the economically depressed area of Nashville was evaluated and correlated with Stanford-Binet test scores. Significant correlations were found between initial intelligence quotient, final IQ, and IQ difference following language education, all of which related inversely to age."

Schwartz, Anthony N.; Phillips, Leonard W.; and Smith, Manon B. REACH (RAISING EDUCATIONAL ASPIRATIONS OF THE CULTURALLY HANDICAPPED). Plattsburgh, New York: State University College, 1965.

"An intensive preschool program of home teaching and guidance was conducted with 30 rural area disadvantaged children. The results indicated that the pupils did profit, to some extent, from the teaching program, and also that parents are willing to cooperate in home-teaching programs. Finally the use of television as an instructional medium was found to be feasible."

Sigel, Irving E. THE PROGRAM OF RESEARCH OF THE MERRILL-PALMER INSTITUTE IN CONJUNCTION WITH THE HEAD START EVALUATION AND RESEARCH CENTER, MICHIGAN STATE UNIVERSITY. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1967. 195 pp. ERIC, 6.58

The first section of this report consists of five research studies on learning and cognition; the second reports the current status of four projects in family studies.

Sleet, David A. INTERDISCIPLINARY RESEARCH INDEX ON PLAY: A GUIDE TO THE LITERATURE. Toledo, Ohio: University of Toledo, 1971. 92 pp. 8.00

"The INTERDISCIPLINARY RESEARCH INDEX ON PLAY has as its chief aim (1) expanding the availability of work related to the theory and research on play to investigators in related disciplines, (2) facilitating retrieval of cogent works on play

through topical listings of books and journal articles in specialized disciplines, (3) exposing common research problems and innovative methods of studying play in hopes of fostering greater collaboration between specialists, and (4) facilitating integration of theory and research on play."

Spaulding, Robert L.; Funderburk, Anne; and Leonhardt, Teresa. SUMMARY OF EFFECTS OF PRESCHOOL EDUCATION. Durham, North Carolina: Duke University, n.d. 9 pp. Free

"This paper summarizes the literature regarding effects on social and intellectual development, and suggests generalizations which appear to be supported by the research literature."

Sullivan, Howard J., and Labeaune, Carol. EFFECTS OF PARENT-ADMINISTERED SUMMER READING INSTRUCTION. Paper read at the annual convention of the American Educational Research Association, March 2-6, 1970, at Minneapolis, Minnesota. 12 pp. ERIC, 3.29

"The Southwest Regional Laboratory (SWRL) has developed and initially field tested during summer 1969 a Summer Reading Program (SRP) designed to prevent the decrement in kindergarten children's academic achievement caused by the lack of instruction and practice during the summer. Each parent supervised his child at home in structured reading practice."

Swenson, Leonard E. "The Schoolyard as a Center for Learning." CHILDHOOD EDUCATION 43(1967):328-333

In the belief that knowledge of his environment enhances the child's academic experiences, children are being helped to use their senses through involvement in learning outside the classroom on or near the school grounds.

Swift, Marshall. LANGUAGE STYLE OF THE LOWER CLASS MOTHER: A PRELIMINARY STUDY OF A THERAPEUTIC TECHNIQUE. Philadelphia: Hahnemann Medical College and Hospital, 1968. 58 pp. ERIC, 3.29

"It was the purpose of the present study to develop a program to enhance the functioning of the lower class mother in language style."

Weikart, David P. YPSILANTI-CARNEGIE INFANT EDUCATION PROJECT PROGRESS REPORT. Ypsilanti, Michigan: Ypsilanti Public Schools, Department of Research and Development, 1969. 62 pp. 2.50

The project described is based on two assumptions: (1) Preventative programming must start earlier than current

preschool efforts since the essential framework for intellectual growth is completed by age three. (2) Preventative intervention has unusual potential for success when provided as a home teaching program for both the mother and her infant.

Weikart, David P.; Deloria, Dennis J.; Lawser, Sarah A.; and Wiegerink, Ronald. LONGITUDINAL RESULTS OF THE YPSILANTI PERRY PRESCHOOL PROJECT. Ypsilanti, Michigan: High/Scope Educational Research Foundation, 1970. 183 pp. 5.00

"The Ypsilanti Perry Preschool Project was an experiment to assess the longitudinal effects of a two-year preschool program designed to compensate for functional mental retardation found in some children from disadvantaged families. The program consisted of a daily cognitively oriented preschool program and home visits each week to involve mothers in the educative process."

Weikart, David P.; Rogers, Linda; Adcock, Carolyn; and McClelland, Donna. THE COGNITIVELY ORIENTED CURRICULUM: A FRAMEWORK FOR PRESCHOOL TEACHERS. Washington, D.C.: National Association for the Education of Young Children, 1971. 182 pp. 3.50

Three decisions were significant in designing the cognitively oriented curriculum: the first was to reflect a structured theoretical position; the second was that children must be active participants in learning and must have the opportunity to test both incorrect and correct answers through a multiplicity of experiences within a highly varied environment; the third was the recognition that teachers are essentially creative and dedicated.

Williams, Charles Ray. A COMPARISON OF CONTRASTING PROGRAMS IN EARLY CHILDHOOD EDUCATION. Los Angeles: University of California, 1970. 128 pp. ERIC, 6.58

"This study compares the performance of pupils in the individualized early childhood program at the University of California at Los Angeles Elementary School with that of kindergarten pupils in the more conventional program of the Los Angeles City Schools. Programs of both institutions are analyzed and relationships between school program and student performance are noted."

E. DISADVANTAGED POPULATIONS

Aurbach, Herbert A. A SELECTED BIBLIOGRAPHY ON SOCIOCULTURALLY DISADVANTAGED CHILDREN AND YOUTH AND RELATED TOPICS. Pittsburgh: Pittsburgh University, Learning Research and Development Center, Project SUCCEED, 1966. 28 pp. ERIC, 3.29

> "This bibliography was compiled and edited for use in a workshop on meeting special educational needs of socially and culturally disadvantaged students. Besides listing works on disadvantaged youth, the bibliography presented references on such topics as poverty, schools, delinquency, integration, sociology, and psychology."

Badger, Earladeen D. MOTHERS' TRAINING PROGRAM: EDUCATIONAL INTERVENTION BY THE MOTHERS OF DISADVANTAGED INFANTS. Urbana: University of Illinois, n.d. 30 pp. Free

> "This paper describes the first year of a two-year exploratory study aimed at teaching socially disadvantaged mothers to stimulate the intellectual development of their infants (1-2 years of age)."

Costello, Joan, and Binstock, Eleanor. REVIEW AND SUMMARY OF A NATIONAL SURVEY OF THE PARENT-CHILD CENTER PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1970. 47 pp. .25

> Kirschner Associates, Inc. made a two-year study of the first year of operation for the 36 Parent and Child Centers, completing their report in March 1970. The Inter-Agency Monitoring Committee for PCC Evaluation suggested a child-development specialist, not associated with the Parent and Child Centers, prepare this summary of the study.

Gordon, Edmund W., and Wilkerson, Doxey A. COMPENSATORY EDUCATION FOR THE DISADVANTAGED. New York: College Entrance Examination Board, 1966. 299 pp. 4.50

> This book "contains an up-to-date digest, analysis, and critical evaluation of nationwide preschool through college programs of compensatory education for the disadvantaged." In addition to identifying the disadvantaged and describing the programs, the authors discuss such subjects as the reasons for compensatory education; teacher recruitment, preparation, and inservice training; curriculum innovation; the role of parents and the community; the inadequacies of existing thought and action on overall approaches to education

for the disadvantaged; and the challenges for the future. A "Directory of Compensatory Practices" contains city-by-city, area-by-area outlines of past and present programs.

Hamblin, Robert L.; Buckholdt, David; and Doss, Harriet. "Compensatory Education: A New Perspective." UNIVERSITY OF TOLEDO LAW REVIEW, Spring-Summer 1970, pp. 459-99

"In this article, the authors argue that although compensatory education has failed in the past, its failure is to be attributed to the neglect on the part of educators in pursuing relevant research into psychological and biological learning mechanisms, rather than to hereditarily determined IQ differences. The authors describe in detail a series of experiments in which consistent positive reinforcement produced quite dramatic IQ increases in young children, and rely on the experiment to support their equilibrium theory of IQ, in which environmental determinants of intelligence are stressed."

Jones, Edgar L. "Early School Admission Project." SOUTHERN EDUCATION REPORT 1(1965):16 pp. (Reprint available from Ford Foundation. Free)

Baltimore, Maryland's program for disadvantaged four-year-olds provides compensatory education within the public school system. With concentrated individual attention and home visits, problems of the children are being dealt with to help them have successful experiences when they reach school age.

Karnes, Merle B., and Hodgins, Audrey. "The Effects of a Highly Structured Preschool Program on the Measured Intelligence of Culturally Disadvantaged Four-year-old Children." PSYCHOLOGY IN THE SCHOOLS 6(1969):89-91

This paper discusses the interim results of an intervention program, trying to determine how best to intervene in the development of disadvantaged children to the end of preparing them for the educational and economic opportunities of society.

Karnes, Merle B.; Hodgins, Audrey S.; Stoneburner, Robert L.; Studley, William M.; and Teska, James A. "Effects of a Highly Structured Program of Language Development on Intellectual Functioning and Psycholinguistic Development of Culturally Disadvantaged Three-year-olds." JOURNAL OF SPECIAL EDUCATION 2(1968): 405-12

Major goals of this structured program were: (1) to insure what Hunt has described as the proper match between the

child's present cognitive development and a specific learning task, and (2) to pace and sequence such tasks to insure developmental learning.

Karnes, Merle B.; Studley, William W.; Wright, Willis R.; and Hodgins, Audrey S. "An Approach for Working with Mothers of Disadvantaged Preschool Children." MERRILL-PALMER QUARTERLY OF BEHAVIOR AND DEVELOPMENT 14(1968):174-84

"The general problem of this study was how to help mothers more effectively stimulate the growth of their preschool children. Specifically, this study was designed to determine the effects of short-term parent training as reflected in the intellectual and linguistic development of the children."

Karnes, Merle B.; Teska, James A.; and Hodgins, Audrey S. "The Effects of Four Programs of Classroom Intervention on the Intellectual and Language Development of 4-year-old Disadvantaged Children."

"Differential effects of four preschool programs were evaluated through pre- and post-batteries of standardized tests. The interventions represent levels of structure along a continuum from the traditional to the highly structured preschool. Results from all instruments differentiated among the programs, and clearly favored the highly structured preschool."

Karnes, Merle B.; Wollersheim, Janet P.; Stoneburner, Robert L.; Hodgins, Audrey; and Teska, James A. "An Evaluation of Two Preschool Programs for Disadvantaged Children." EXCEPTIONAL CHILDREN, May 1968, pp. 667-76

"This paper presents the first year results of a study designed to evaluate through a battery of standardized tests the effectiveness of two preschool programs upon the long range school performance of comparable groups of children."

NEIGHBORHOOD-BASED CHILD CARE SERVICES FOR THE INNER CITY: A SERVICE MODEL, A STAFFING PLAN AND A PROGRAM IMPLEMENTATION STRATEGY. Chicago: Illinois Board of Vocational Education and Rehabilitation, 1971. 85 pp. Free

The purpose of this study was to design a child care program responsive to the needs of disadvantaged inner city neighborhoods. The model, based upon a capacity of 100 children, features a central unit for administrative and supportive services surrounded by five mini-centers located within walking distance. It provides employment and career development for 28 welfare mothers and other low income residents and community participation in planning and management.

Nimnicht, Glen; McAfee, Oralie; and Meier, John. THE NEW NURSERY SCHOOL. New York: General Learning Corporation, 1969. 181 pp. 13.00

This book has evolved from four years of experimental and developmental work at the New Nursery School in Greeley, Colorado. It is a guide for planning and implementing classroom activities to achieve the following objectives: in the affective domain, to develop a positive self-image; in the cognitive domain, to increase sensory and perceptual acuity, to improve language skills, to promote the formation of certain concepts essential for later learning, and to develop the child's ability to solve problems. Six "Learning Activities Booklets" accompany the book.

PROGRESS REPORT OF THE EXPERIMENTAL NURSERY SCHOOL PROGRAM 1964-65. Philadelphia: Philadelphia Council for Community Advancement, 1965. 115 pp. ERIC, 6.58

"The purpose of this program was to help disadvantaged preschool children overcome some of the handicaps which hindered their educational, social, and emotional development; to increase the interaction between the home and school; and to make the teacher sensitive to the particular needs of his disadvantaged pupils."

Rowan, Carl T. "Milwaukee Study Explodes Inferiority Idea." MINNEAPOLIS STAR, 1 July 1971

A project in Milwaukee has shown disadvantaged children to be capable of educational achievements far beyond expectation. Infants from Milwaukee's worst slums, all of whose mothers had IQs of less than 70, were subjected to "every aspect of sensory and language stimulation." After four years, the IQs of the youngsters have jumped more than 50 percent. The author believes that one of the most important impacts of the study could be in changing attitudes, especially among teachers and school administrators, about the potential of America's disadvantaged children.

Schwartz, Anthony N.; Phillips, Leonard W.; and Smith, Manon B. REACH (RAISING EDUCATIONAL APSIRATIONS OF THE CULTURALLY HANDICAPPED). Plattsburgh, New York: State University College, 1965. 27 pp. ERIC, 3.29

"An intensive preschool program of home teaching and guidance was conducted with 30 rural area disadvantaged children. The results indicated that the pupils did profit, to some extent, from the teaching program, and also that parents are willing

to cooperate in home-teaching programs. Finally the use of television as an instructional medium was found to be feasible."

Weikart, David P.; Deloria, Dennis J.; Lawser, Sarah A.; and Wiegerink, Ronald. LONGITUDINAL RESULTS OF THE YPSILANTI PERRY PRESCHOOL PROJECT. Ypsilanti, Michigan: High/Scope Educational Research Foundation, 1970. 183 pp. 5.00

"The Ypsilanti Perry Preschool Project was an experiment to assess the longitudinal effects of a two-year preschool program designed to compensate for functional mental retardation found in some children from disadvantaged families. The program consisted of a daily cognitively oriented preschool program and home visits each week to involve mothers in the educative process."

Wohlford, Paul, and Stern, Harris W. REACHING THE HARD-TO-REACH: THE USE OF PAR ICIPANT GROUP METHODS WITH MOTHERS OF CULTURALLY DISADVANTAGED PRESCHOOL CHILDREN. Miami: University of Miami, Child Opportunity Program, 1968. 7 pp. ERIC, 3.29

"Thirteen Negro mothers of preschool children who attended a day care program participated in a series of six weekly meetings led by an educator and devoted to (1) discussion and demonstration of ways the mothers could expand their children's learning skills and (2) discussion of aspects of the mother-child relationship."

F. PARENT-CHILD INTERACTION

Adkins, Dorothy C., and Crowell, Doris C. DEVELOPMENT OF A PRESCHOOL LANGUAGE-ORIENTED CURRICULUM WITH A STRUCTURED PARENT EDUCATION PROGRAM. Honolulu: University of Hawaii, Head Start Evaluation and Research Center, 1968. 34 pp. ERIC, 3.29

"The objectives of this project were to test (1) a structured language-oriented curriculum, used for an academic year in Hawaiian Head Start classes, and (2) a parent education program."

Adkins, Dorothy C., and Herman, Hannah. HAWAII HEAD START EVALUATION -- 1968-69. Honolulu: University of Hawaii, 1970. 192 pp. ERIC, 6.58

The following comparisons were made in this study: the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, and one focusing on more general concepts of child development); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance).

APPALACHIAN ADVANCE 4(1970). 32 pp. Free

APPALACHIAN ADVANCE is published "to report on and stimulate discussion about the problems and potentialities of programs related to educational development." This particular issue describes the Appalachia Educational Laboratory's "preschool package," a program which includes television broadcasts, home visitation, traveling classrooms, and emphasis on the mother's role in her child's preschool education.

Aurbach, Herbert A. A SELECTED BIBLIOGRAPHY ON SOCIOCULTURALLY DISADVANTAGED CHILDREN AND YOUTH AND RELATED TOPICS. Pittsburgh: Pittsburgh University, Learning Research and Development Center, Project SUCCEED, 1966. 28 pp. ERIC, 3.29

"This bibliography was compiled and edited for use in a workshop on meeting special educational needs of socially and culturally disadvantaged students. Besides listing works on disadvantaged youth, the bibliography presented references on such topics as poverty, schools, delinquency, integration, sociology, and psychology."

Bachman, Jerald G. YOUTH IN TRANSITION: THE IMPACT OF FAMILY BACKGROUND AND INTELLIGENCE ON TENTH-GRADE BOYS. Vol. II. Ann Arbor: University of Michigan, Institute for Social Research, 1970. 289 pp. 5.00

"The study is, in the broadest sense, an exploration of the effects of social environments on adolescent boys with special emphasis on the impact of school and work environments."

Badger, Earladeen D. MOTHERS' TRAINING PROGRAM: EDUCATIONAL INTERVENTION BY THE MOTHERS OF DISADVANTAGED INFANTS. Urbana: University of Illinois, n.d. 30 pp. Free

"This paper describes the first year of a two-year exploratory study aimed at teaching socially disadvantaged mothers to stimulate the intellectual development of their infants (1-2 years of age)."

Baratz, Stephen S. NEGRO CULTURE AND EARLY CHILDHOOD EDUCATION. Paper presented at the Montessori Centennial Conference, June 1970, New York. ERIC, 3.29

This study suggests that many early intervention programs have been created which are ethnocentric and lack cross-cultural perspective. Suggestions are offered to take advantage of observed cultural differences, particularly in language and reading. Intervention is seen as necessary, but it should assume a culture conflict, rather than culture deficit, viewpoint.

Baumrind, Diana. NATURALISTIC OBSERVATION IN THE STUDY OF PARENT-CHILD INTERACTION. Paper presented at symposium at the 76th American Psychological Association Convention, August 30-September 3, 1968, San Francisco. 20 pp. ERIC, 3.29

"This project investigated patterns of parental authority among Berkeley preschool children and the processes by which these parents contributed to the development of children's social responsibility and individuality. Subjects were 140 families from city-sponsored, private cooperative, and university-operated nursery schools."

BILINGUAL FAMILY SCHOOL PROJECT (ADAIR COUNTY, OKLAHOMA). Little Rock, Arkansas: South Central Regional Education Laboratory, 1969. 8 pp. ERIC, 3.29

A survey of educational needs assigned high priority to provision of bilingual preschool experiences for Cherokee Indian children and to home-school-community involvement of their parents. As a result, the Bilingual Family School offers an instructional program emphasizing language development and individual exploration of educational materials and parent activities, including daily exposure to the childrens' program in addition to studying the Cherokee language, developing teacher aids, learning handcrafts, and receiving information on sanitation and nutrition.

Blyth, Myrna. "Raising a Bright and Happy Child." WOMAN'S DAY, May 1971, p. 46

"Current studies of preschoolers are confirming the tremendous influence a mother has in setting the course for her child's lifelong emotional and intellectual development. More important -- these studies are beginning to show us exactly what a good mother does to produce an exceptional child."

Boger, Robert P.; Kuipers, Judith; and Beery, Marilyn. PARENTS AS PRIMARY CHANGE AGENTS IN AN EXPERIMENTAL HEAD START PROGRAM OF LANGUAGE INTERVENTION. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1969. 191 pp. ERIC, 6.58

Results of this study to determine the effectiveness of parents as change agents in an ongoing Head Start program supported the major hypotheses which predicted improvement in language performance, intellectual performance, self-concept development, and mother-child interaction as a result of a differentiated parent education language program.

Briggs, Dorothy Corkille. YOUR CHILD'S SELF-ESTEEM: THE KEY TO HIS LIFE. Garden City, New York: Doubleday, 1970. 341 pp. 6.95

This book offers a formula for helping parents build high self-esteem in their children. Issues such as growth stages, discipline, negative emotions, etc., are viewed in the light of their impact on the child's sense of identity.

Chance, June Elizabeth. MOTHER-CHILD RELATIONS AND CHILDREN'S ACHIEVEMENT. Columbia: University of Missouri, 1968. 41 pp. ERIC, 3.29

"This cross-sectional analysis explored (a) children's achievement performance, assessed by academic tests and measure of intelligence, (b) children's attitudes toward independence training."

Costello, Joan, and Binstock, Eleanor. REVIEW AND SUMMARY OF A NATIONAL SURVEY OF THE PARENT-CHILD CENTER PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1970. 47 pp. .25

Kirschner Associates, Inc. made a two-year study of the first year of operation for the 36 Parent and Child Centers, completing their report in March 1970. The Inter-Agency Monitoring Committee for PCC Evaluation suggested a child development specialist, not associated with the Parent and Child Centers, prepare this summary of the study.

Dunham, Richard M. PROJECT KNOW HOW: A COMPREHENSIVE AND INNOVATIVE ATTACK ON INIDVIDUAL FAMILIAL POVERTY. Tallahassee: Florida State University, Institute of Human Development, 1969. 387 pp. Free

"The essential goals of Project Know How are to stabilize participating families by reinforcing the members in normal

familial roles, and to normalize the intelligence of the offspring by providing a sufficient level of adult attention and intellectual stimulation during the period of growth."

EVALUATION REPORT: EARLY CHILDHOOD EDUCATION PROGRAM: 1969-1970 FIELD TEST. Charleston, West Virginia: Appalachia Educational Laboratory, Division of Research and Evaluation, 1971. 26 pp. Free

The Early Childhood Education Program is a home-oriented instructional system designed for three-, four-, and five-year-old children. It consists of 30-minute television lessons broadcast into the home each day; a weekly home visit by paraprofessionals to discuss the program with parents and children and to deliver materials used by them; and group instruction provided once each week in a mobile classroom brought near the home for the convenience of parents and small children.

EXCEPTIONAL CHILDREN 37(1971)

This issue is devoted to the topic "The Exceptional Child's Early Years." It includes articles on toys, intellectual development, model centers for preschool handicapped children, and development of a staff training prototype for early childhood centers.

Frankel, Judith Topelberg. THE SECURITY STATUS OF YOUNG CHILDREN WHOSE MOTHERS ARE EMPLOYED. Ph.D. dissertation, Ohio State University, 1958. 202 pp.

"The purpose of this study was to examine and describe personality and behavioral relationships between working mothers and their preschool children and between non-working mothers and their preschool children. The investigation of the relationship of a mother's role satisfaction to her child's security behavior was the major consideration."

Giesy, Rosemary, ed. A GUIDE FOR HOME VISITORS. Nashville: George Peabody College, DARCEE, 1970. 192 pp. 2.00

This guide was designed to provide information for persons in training to be home visitors. The home visitor program was devised by DARCEE to increase the "educability" of young children from low-income homes. It has the advantages of being relatively inexpensive and being able to reach more than one child in each family unit.

Gilbert, Dorothea. "Educational and Growth Needs of Children in Day Care." CHILD WELFARE 49(1970):15-20

The author notes the stages of development in young children which must be as carefully planned for in day care centers as they have been in the home. To bridge the gap between home and center and overcome problems of separation, the author points out ways for the parents and the staff to prepare children for this part of their lives and keep them from feeling "divided."

Glueck, Sheldon and Eleanor. "Working Mothers and Delinquency." MENTAL HYGIENE 41(1957):327-52

Using data from thier book UNRAVELING JUVENILE DELINQUENCY, the authors' purpose is to determine the direct and the indirect relationship between a mother's working and the delinquency of her children.

Gold, Martin. STATUS FORCES IN DELINQUENT BOYS. Ann Arbor: Universtiy of Michigan, Institute for Social Research, Inter-Center Program on Children, Youth, and Family Life, 1963. 229 pp. 5.00

"The purpose of this program has been to investigate with a social psychological perspective the phenomena of behavioral deviancy in the processes of youth development, and to collaborate with community leaders in utilizing the research findings to develop and evaluate program experiments derived from research and theory and aimed at improving some aspect of the socialization or re-socialization of youth."

Gordon, Edmund W., and Wilkerson, Doxey A. COMPENSATORY EDUCATION FOR THE DISADVANTAGED. New York: College Entrance Examination Board, 1966. 299 pp. 4.50

This book "contains an up-to-date digest, analysis, and critical evaluation of nationwide preschool through college programs of compensatory education for the disadvantaged." In addition to identifying the disadvantaged and describing the programs, the authors discuss such subjects as the reasons for compensatory education; teacher recruitment, preparation, and inservice training; curriculum innovation; the role of parents and the community; the inadequacies of existing thought and action on overall approaches to education for the disadvantaged; and the challenge for the future. A "Directory of Compensatory Practices" contains city-by-city, area-by-area outlines of past and present programs.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

> "This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Hervey, Sarah D. ATTITUDES, EXPECTATIONS, AND BEHAVIOR OF PARENTS OF HEAD START AND NON-HEAD START CHILDREN. Detroit: Merrill Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1968. 24 pp. ERIC, 3.29

> Head Start parents were compared with non-Head Start parents as to educational and child rearing practices in order to ascertain if participation in Head Start had changed their attitudes and behavior in a way relevant to the positive development of their children.

Hess, Robert D. THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN: MANUAL OF INSTRUCTIONS FOR ADMINISTERING AND SCORING 'SCHOOLS' QUESTION. Chicago: University of Chicago, Urban Child Center, 1967. 4 pp. ERIC, 3.29

> This manual describes measures used in "The Cognitive Environments of Urban Pre-school Children" project at the University of Chicago. The "schools" question asked of the mother was what she would do about the schools if she could do as she wished.

Hess, Robert D. MATERNAL BEHAVIOR AND THE DEVELOPMENT OF READING READINESS IN URBAN NEGRO CHILDREN. Chicago: National Laboratory on Early Childhood Education, 1969. 28 pp. ERIC, 3.29

> The effects of environmental influences upon the development of reading readiness in young children are discussed.

Hess, Robert D., and Shipman, Virginia C. MATERNAL ANTECEDENTS OF INTELLECTUAL ACHIEVEMENT BEHAVIORS IN LOWER CLASS PRESCHOOL CHILDREN. Chicago: University of Chicago, Head Start Evaluation and Research Center, 1967. 27 pp. ERIC, 3.29

"The purpose of this research was to determine to what extent young lower class Negro children's actual achievements in the middle class school setting are influenced by maternal behavior and attitudes."

Hess, Robert D., and Shipman, Virginia C. MATERNAL ATTITUDE TOWARD THE SCHOOL AND THE ROLE OF PUPIL, SOME SOCIAL CLASS COMPARISONS. Paper prepared for the Fifth Work Conference on Curriculum and Teaching in Depressed Urban Areas, June 20-July 1, 1966, at Columbia University Teachers College. 26 pp. ERIC, 3.29

"A 4-year research study has indicated that a mother's attitude toward the school influences the young child's school behavior and his ability to deal with adults and perform cognitive tasks."

THE INFLUENCE OF HOME ENVIRONMENT ON THE SUCCESS OF FIRST GRADERS AS VIEWED BY MOTHERS OF FIRST GRADE STUDENTS. Dayton, Ohio: Institute for Development of Educational Activities; Gallup International, 1969. 18 pp. 1.00

This report is the result of a study where mothers were interviewed about the kinds of things first graders did at home and about their environment. This was done to see if home influences affect the academic achievement of students.

THE INFLUENCE OF HOME ENVIRONMENT ON THE SUCCESS OF FIRST GRADERS AS VIEWED BY TEACHERS OF FIRST GRADE. Dayton, Ohio: Institute of Development of Educational Activities; Gallup International, 1969. 47 pp. 1.50

Researchers asked teachers to give their views of how the home environment could be most beneficial to the academic success of their first grade students.

Karnes, Merle B.; Studley, William W.; Wright, Willis R.; and Hodgins, Audrey S. "An Approach for Working with Mothers of Disadvantaged Preschool Children." MERRILL-PALMER QUARTERLY OF BEHAVIOR AND DEVELOPMENT 14(1968):174-84

"The general problem of this study was how to help mothers more effectively stimulate the growth of their preschool children. Specifically, this study was designed to determine the effects of short-term parent training as reflected in the intellectual and linguistic development of the children."

Karnes, Merle B.; Teska, James A.; Hodgins, Audrey S.; and Badger, Earladeen D. EDUCATIONAL INTERVENTION AT HOME BY MOTHERS OF DISADVANTAGED INFANTS. Paper read at the annual convention of the American Educational Research Association, 4 March 1970, at Minneapolis, Minnesota 9 pp. ERIC, 3.29

"The use of mothers of disadvantaged children as agents of educational intervention is investigated in this study. The program was designed to aid children's development and to foster a sense of dignity and value in the mothers."

Miller, James O. EARLY CHILDHOOD EDUCATION AS AN INTERVENTION IN THE CHILD'S ECOLOGICAL SYSTEM. Nashville, Tennessee: National Laboratory on Early Childhood Education, 1969. 25 pp. ERIC, 3.29

This study is concerned with the intervention strategy of the instrumental environment, the effective instrumental agent being the mother. The instructional programs for both the mother and the target child are described in detail.

Newman, Sylvia. GUIDELINES TO PARENT-TEACHER COOPERATION IN EARLY CHILDHOOD EDUCATION. Brooklyn: Book-Lab, 1971. 96 pp. 1.95

As part of the More Effective Schools Program in New York City, a practical program for developing curriculum experiences in early childhood education by means of parent-teacher workshops and home-supported activities was initiated. Specific procedures and techniques that were found useful in developing the parent-school program are outlined in this booklet.

Niedermeyer, Fred C. PARENT-ASSISTED LEARNING. Inglewood, California: Southwest Regional Educational Laboratory, 1969. 44 pp. ERIC, 3.29

The effects of parent-monitored practice at home on pupil performance in reading were investigated. Results of studies in three kindergarten classes indicated that the Parent-Assisted Learning Program and the Communication Skills Program elicited high levels of parent participation and pupil learning.

O'Piela, Joan. EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS EXPANDED THROUGH THE USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, FUNDS. Detroit: Detroit Public School, 1968. 47 pp. ERIC, 3.29

A project to evaluate the effectiveness of 14 preschool centers in combining the services of family, community, and professional resources in a program to increase children's school readiness and potential for academic success. It involved 800 three- and four-year-olds and their parents.

PARENT PARTICIPATION: SELECTED BIBLIOGRAPHY SERIES. Urbana, Illinois: University of Illinois, Educational Resources Information Center on Early Childhood Education, 1971. 6 pp. .25

The citations in this bibliography have been taken from RESEARCH IN EDUCATION and CURRENT INDEX TO JOURNALS IN EDUCATION. The references date from 1966.

Prestwich, Sheldon. THE INFLUENCE OF TWO COUNSELING METHODS ON THE PHYSICAL AND VERBAL AGGRESSION OF PRESCHOOL INDIAN CHILDREN. Austin: University of Texas, Child Development Evaluation and Research Center, 1969. 93 pp. ERIC, 3.29

"The purposes of this study were (1) to investigate the influence of anthropomorphic models as a therapeutic vehicle to help 5-year-old Indian children to appropriately handle, and thereby decrease, physical and verbal aggression, and (2) to investigate the influence of group counseling with Indian mothers as it affects aggression in their preschool children."

PROGRESS REPORT OF THE EXPERIMENTAL NURSERY SCHOOL PROGRAM 1964-65. Philadelphia: Philadelphia Council for Community Advancement, 1965. 115 pp. ERIC, 6.58

"The purpose of this program was to help disadvantaged preschool children overcome some of the handicaps which hindered their educational, social, and emotional development; to increase the interaction between the home and school; and to make the teacher sensitive to the particular needs of his disadvantaged pupils."

Schiff, Herbert Jerome. THE EFFECT OF PERSONAL CONTACTUAL RELATIONSHIPS ON PARENTS' ATTITUDES TOWARD AND PARTICIPATION IN LOCAL SCHOOL AFFAIRS. Ph.D. dissertation, Northwestern University, 1963.

"The purpose of this study was to determine the effect of personal contactual relationships with school personnel on parents' attitudes toward the school and parents' participation in school affairs. It was also desired to ascertain whether the effect of the parents' relationship with school personnel was evidenced in their children's reading achievement, attendance, behavior, and study habits.

Schwartz, Anthony N.; Phillips, Leonard W.; and Smith, Manon B. REACH (RAISING EDUCAITONAL ASPIRATIONS OF THE CULTURALLY HANDICAPPED). Plattsburgh, New York: State University College, 1965. 27 pp. ERIC, 3.29

"An intensive preschool program of home teaching and guidance was conducted with 30 rural area disadvantaged children. The results indicated that the pupils did profit, to some extent, from the teaching program, and also that parents are willing to cooperate in home-teaching programs. Finally the use of television as an instructional medium was found to be feasible."

Sigel, Irving E. THE PROGRAM OF RESEARCH OF THE MERRILL-PALMER INSTITUTE IN CONJUNCTION WITH THE HEAD START EVALUATION AND RESEARCH CENTER, MICHIGAN STATE UNIVERSITY. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1967. 195 pp. ERIC, 6.58

The first section of this report consists of five research studies on learning and cognition; the second reports the current status of four projects in family studies.

Sullivan, Howard J., and Labeaune, Carol. EFFECTS OF PARENT-ADMINISTERED SUMMER READING INSTRUCTION. Paper read at the annual convention of the American Educational Research Association, March 2-6, 1970, at Minneapolis, Minnesota. 12 pp. ERIC, 3.29

"The Southwest Regional Laboratory (SWRL) has developed and initially field tested during summer 1969 a Summer Reading Program (SRP) designed to prevent the decrement in kindergarten children's academic achievement caused by the lack of instruction and practice during the summer. Each parent supervised his child at home in structured reading practice."

Swift, Marshall. LANGUAGE STYLE OF THE LOWER CLASS MOTHER: A PRELIMINARY STUDY OF A THERAPEUTIC TECHNIQUE. Philadelphia: Hahnemann Medical College and Hospital, 1968. 58 pp. ERIC, 3.29

"It was the purpose of the present study to develop a program to enhance the functioning of the lower class mother in language style."

UEC-EDUCATIONAL DAY-CARE SYSTEMS. Washington, D.C.: UEC, Educational Day-Care Division, 1971. 84 pp. Free

This proprietary day care program seeks to "provide a new dimension in strengthening family ties through child care," as well as give attention to the intellectual, social, emotional, health, and nutrition needs of children.

Weikart, David P. YPSILANTI-CARNEGIE INFANT EDUCATION PROJECT PROGRESS REPORT. Ypsilanti, Michigan: Ypsilanti Public Schools, Department of Research and Development, 1969. 62 pp. 2.50

The project described is based on two assumptions: (1) Preventative programming must start earlier than current preschool efforts since the essential framework for intellectual growth is completed by age three. (2) Preventative intervention has unusual potential for success when provided as a home teaching program for both the mother and her infant.

Weikart, David P.; Deloria, Dennis J.; Lawser, Sarah A.; and Wiegerink, Ronald. LONGITUDINAL RESULTS OF THE YPSILANTI PERRY PRESCHOOL PROJECT. Ypsilanti, Michigan: High/Scope Educational Research Foundation, 1970. 183 pp. 5.00

> "The Ypsilanti Perry Preschool Project was an experiment to assess the longitudinal effects of a two-year preschool program designed to compensate for functional mental retardation found in some children from disadvantaged families. The program consisted of a daily cognitively oriented preschool program and home visits each week to involve mothers in the educative process."

Wohlford, Paul, and Stern, Harris W. REACHING THE HARD-TO-REACH: THE USE OF PARTICIPANT GROUP METHODS WITH MOTHERS OF CULTURALLY DISADVANTAGED PRESCHOOL CHILDREN. Miami: University of Miami, Child Opportunity Program, 1968. 7 pp. ERIC, 3.29

> "Thirteen Negro mothers of preschool children who attended a day care program participated in a series of six weekly meetings led by an educator and devoted to (1) discussion and demonstration of ways the mothers could expand their children's learning skills and (2) discussion of aspects of the mother-child relationship."

Yarrow, Marian Radke. "Maternal Employment and Child Rearing." CHILDREN 8(1961):223-28

> The author finds differences in the child-rearing practices of working and nonworking mothers related to variables in the mothers' personal situations.

3. SPECIFIC PROGRAMS

A. DAY CARE PROGRAMS

Afield, Walter E., and Gibson, Audrey B. CHILDREN OF RESURRECTION CITY. Washington, D.C.: Association for Childhood Education International, 1970. 48 pp. 1.50

> The authors describe the day care center and the children who came to it in Resurrection City in May 1968. The material in this booklet falls roughly into three parts. The first presents the children as seen against the overall activity of their parents; the second is comprised of vignettes of the children and their families; the third is a discussion of some of the broader social implications of the study.

Caldwell, Bettye M., and Smith, Lucille E. "Day Care for the Very Young -- Prime Opportunity for Primary Prevention." AMERICAN JOURNAL OF PUBLIC HEALTH 60(1970):690-97

> "Group day care for children younger than three has not been considered an acceptable form of care in our culture. The present paper describes a day care program for infants and preschoolers operated in a Syracuse, New York, and reports data to show that children in the program manifest cognitive gains and are not damaged emotionally."

DAY CARE: CLEARINGHOUSE PORTFOLIO NO. TWO. Washington, D.C.: National Program for Voluntary Action, n.d. Free

> Items included are day care project case histories, data on films for children, publications from the clearinghouse, and pamphlets on the 4-C program and federal assistance for day care programs.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

> "This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which

promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Morris, Naomi M.; Peters, Ann DeHuff; and Chapman, Sidney S. "Children in Day Care: A Health-focused Look at Current Practices in a Community." AMERICAN JOURNAL OF PUBLIC HEALTH 54(1964):44-52

Health problems and practices in day care in a North Carolina community are viewed by health personnel carrying out health studies, by day care operators, and by the parents whose children are in day care.

"Today's Day Center Amenity May be Necessity of Tomorrow." APARTMENT CONSTRUCTION NEWS, May 1971, pp. 15-18

The inclusion of a 94-pupil capacity early childhood education center in a 500-unit apartment complex is described in this article. After its initial opening to provide day care, the center later expanded to include a kindergarten program and before and after school remedial and developmental programs.

Yahr, Nina, and Wingate, Eric. THE YAHR-WINGATE REPORT: AN INVESTIGATION OF DIRECT LEASE DAY CARE CENTERS IN NEW YORK CITY. New York: State of New York, The Assembly, 1971. 19 pp. Free

The city of New York entered into long-term, net leases with private landlords for buildings ostensibly designed for use as day care centers. The city then turned these buildings over to day care sponsors to operate day care programs. The day care sponsors have bitterly complained of poor design, poor construction and inadequate equipment in the centers. This report is an investigation into the quality of these "direct lease" day care centers and includes an analysis of fourteen day care centers in Manhattan, Brooklyn, and the Bronx.

B. HEAD START PROGRAMS

Adkins, Dorothy C., and Crowell, Doris C. DEVELOPMENT OF A PRESCHOOL LANGUAGE-ORIENTED CURRICULUM WITH A STRUCTURED PARENT EDUCATION PROGRAM. Honolulu: University of Hawaii, Head Start Evaluation and Research Center, 1968. 34 pp. ERIC, 3.29

"The objectives of this project were to test (1) a structured language-oriented curriculum, used for an academic year in Hawaiian Head Start classes, and (2) a parent education program."

Adkins, Dorothy C., and Herman, Hannah. HAWAII HEAD START EVALUATION -- 1968-69. Honolulu: University of Hawaii, 1970. 192 pp. ERIC, 6.58

The following comparisons were made in this study: the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum and a general enrichment curriculum): two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, and one focusing on more general concepts of child development); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance).

Boger, Robert P.; Kuipers, Judith; and Beery, Marilyn. PARENTS AS PRIMARY CHANGE AGENTS IN AN EXPERIMENTAL HEAD START PROGRAM OF LANGUAGE INTERVENTION. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1969. 191 pp. ERIC, 6.58

Results of this study to determine the effectiveness of parents as change agents in an ongoing Head Start program supported the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother-child interaction, as a result of a differentiated parent education language program.

Bouchard, Ruth, and Mackler, Bernard. A PREKINDERGARTEN PROGRAM FOR FOUR-YEAR-OLDS: WITH A REVIEW OF THE LITERATURE ON PRESCHOOL EDUCATION. New York: Center for Urban Education, 1967. 54 pp. ERIC, 3.29

Evaluation of a prekindergarten program in Harlem centered on the outcomes of learning rather than the social, emotional, and intellectual processes of learning. A review of literature on nursery school, preschool, and Project Head Start is included with data covering the subjects of social, emotional, and cognitive development of children.

DAY CARE: CLEARINGHOUSE PORTFOLIO NO. TWO. Washington, D.C.: National Program for Voluntary Action, n.d. Free

Items included are day care project case histories, data on films for children, publications from the clearinghouse, and pamphlets on the 4-C program and federal assistance for day care programs.

Greenberg, Polly. "CDGM . . . An Experiment in Preschool for the Poor -- by the Poor." YOUNG CHILDREN 22(1967):307-15

> The Child Development Group of Mississippi began its Head Start program by seeking out poor parents to develop education for their own children with the support of professionals. This approach rested in the belief that "stage one" in early childhood education for poor children is "to explore the feelings and factors in the child's home and community life that cause him to be classified 'disadvantaged,' and to explore these things with the experts in this area of knowledge, i.e., his parents, and then to experiment cooperatively with them in developing processes and procedures for coping with some of these conditions which both parents and professionals consider handicaps to full personal development and fruitfulness."

Hervey, Sarah D. ATTITUDES, EXPECTATIONS, AND BEHAVIOR OF PARENTS OF HEAD START AND NON-HEAD START CHILDREN. Detroit: Merrill-Palmer Institute; East Lansing; Michigan State University, Head Start Evaluation and Research Center, 1968. 24 pp. ERIC, 3.29

> Head Start parents were compared with non-Head Start parents as to educational and child rearing practices in order to ascertain if participation in Head Start had changed their attitudes and behavior in a way relevant to the positive development of their children.

Hutinger, Patricia, and Bruce, Terri. THE EFFECTS OF ADULT VERBAL MODELING AND FEEDBACK ON THE ORAL LANGUAGE OF HEAD START CHILDREN. Bloomington: Indiana University, 1970. 19 pp. ERIC, 3.29

> "This study examines some variables that may affect two aspects of syntax in Head Start children: the use of descriptors and the use of complete sentences."

Jacobs, Sylvia H., and Pierce-Jones, John. PARENT INVOLVEMENT IN PROJECT HEAD START. Austin: University of Texas, 1969. 101 pp. ERIC, 6.58

> "The present study was an attempt to assess the impact of Project Head Start upon the parents of children who participated in a 6-month Head Start intervention program in Austin, Texas. The sample was comprised of 57 Negro and 51 Latin-American parents."

Neil, Edith R. HELPING HANDS: HEAD START VOLUNTEER HANDBOOK. Denver: Denver Opportunity, Project Head Start, 1970. 37 pp. Free

This handbook for Head Start volunteers explains Head Start and its goals and the volunteer's place in the program, and contains a section on play activities for children and the volunteer's role.

Sigel, Irving E. THE PROGRAM OF RESEARCH OF THE MERRILL-PALMER INSTITUTE IN CONJUNCTION WITH THE HEAD START EVALUATION AND RESEARCH CENTER, MICHIGAN STATE UNIVERSITY. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1967. 195 pp. ERIC, 6.58

The first section of this report consists of five research studies on learning and cognition; the second reports the current status of four projects in family studies.

Van Egmond, Elmer; Miller, George; Jackanicz, Sandra; and Cheong, George. OPERATION HEAD START: AN EVALUATION. Cambridge, Massachusetts: Lesley College, 1966. 93 pp. ERIC, 3.29

Two aspects of the Cambridge Head Start program were considered in this study: the summer teaching intervention and the comparative performance of children in public school kindergarten classrooms who did and did not participate in the Head Start program.

C. INFANT PROGRAMS

Caldwell, Bettye M., and Smith, Lucille E. "Day Care for the Very Young -- Prime Opportunity for Primary Prevention." AMERICAN JOURNAL OF PUBLIC HEALTH 60(1970):690-97

"Group day care for children younger than three has not been considered an acceptable form of care in our culture. The present paper describes a day care program for infants and preschoolers operated in Syracuse, New York, and reports data to show that children in the program manifest cognitive gains and are not damaged emotionally."

Karnes, Merle B.; Teska, James A.; Hodgins, Audrey S.; and Badger, Earladeen D. EDUCATIONAL INTERVENTION AT HOME BY MOTHERS OF DISADVANTAGED INFANTS. Paper read at the annual convention of the American Educational Research Association, 4 March 1970, at Minneapolis, Minnesota. 9 pp. ERIC, 3.29

"The use of mothers of disadvantaged children as agents of educational intervention is investigated in this study. The program was designed to aid children's development and to foster a sense of dignity and value in the mothers."

Weikart, David P. YPSILANTI-CARNEGIE INFANT EDUCATION PROJECT. PROGRESS REPORT. Ypsilanti, Michigan: Ypsilanti Public Schools, Department of Research and Development, 1969. 62 pp. 2.50

The project described is based on two assumptions: (1) Preventative programming must start earlier than current preschool efforts since the essential framework for intellectual growth is completed by age three. (2) Preventative intervention has unusual potential for success when provided as a home teaching program for both the mother and her infant.

D. PRESCHOOL EDUCATION PROGRAMS

APPALACHIAN ADVANCE 4(1970). 32 pp. Free

APPALACHIAN ADVANCE is published "to report on and stimulate discussion about the problems and potentialities of programs related to educational development." This particular issue describes the Appalachia Educational Laboratory's "preschool package," a program which includes television broadcasts, home visitation, traveling classrooms, and emphasis on the mother's role in her child's preschool education.

Biber, Barbara; Shapiro, Edna; Wickens, David; and Gilkeson, Elizabeth. PROMOTING COGNITIVE GROWTH: A DEVELOPMENTAL-INTERACTION POINT OF VIEW. Washington, D.C.: National Association for the Education of Young Children, 1971. 64 pp. 2.50

"The purpose of this paper is to define and illustrate how the teacher of preschool children can strengthen cognitive development."

DAY CARE: PLANNING TO MEET COMMUNITY NEEDS. Minneapolis, Minnesota: Hennepin County, Office of the Adminstrator, 1971. 89 pp. 1.50

"The major intent of this particular report is to provide a data base to be used by planners of day care services. A wide range of concerns are addressed in the report, including a brief review of agency involvement in day care planning, basic data on licensed day care homes and centers, a preliminary analysis of the potential user population in Hennepin County, and finally a review of day care legislation and financing possibilities."

EARLY CHILDHOOD EDUCATION LEARNING SYSTEM FOR THREE- AND FOUR-YEAR-OLD MIGRANT CHILDREN, MCALLEN, TEXAS. Austin: Southwest Educational Development Laboratory, 1969. 101 pp. ERIC, 6.58

This is an instructional program which includes staff development and parent-school-community involvement. Focus is on the special learning problems of Mexican-American children and the development of bilingual competence.

EVALUATION REPORT: EARLY CHILDHOOD EDUCATION PROGRAM: 1969-1970 FIELD TEST. Charleston, West Virginia: Appalachia Educational Laboratory, Division of Research and Evaluation, 1971. 26 pp. Free

The Early Childhood Education Program is a home-oriented instructional system designed for three-, four-, and five-year-old children. It consists of 30-minute television lessons broadcast into the home each day; a weekly home visit by paraprofessionals to discuss the program with parents and children, and to deliver materials used by them; and group instruction provided once each week in a mobile classroom brought near the home for the convenience of parents and small children.

EXCEPTIONAL CHILDREN 37(1971)

This issue is devoted to the topic "The Exceptional Child's Early Years." It includes articles on toys, intellectual development, model centers for preschool handicapped children, and development of a staff training prototype for early childhood centers.

Featherstone, Joseph. SCHOOLS WHERE CHILDREN LEARN. New York: Liveright, 1971. 180 pp. 5.95

These essays taken from THE NEW REPUBLIC provide an introduction for teachers and parents interested in the "open-classroom concept." Featherstone examines the English primary schools and cites schools in New Zealand and the United States which have successfully used this informal education approach.

Gordon, Edmund W., and Wilkerson, Doxey A. COMPENSATORY EDUCATION FOR THE DISADVANTAGED. New York: College Entrance Examination Board, 1966. 299 pp. 4.50

This book "contains an up-to-date digest, analysis, and critical evaluation of nationwide preschool through college programs of compensatory education for the disadvantaged." In addition to identifying the disadvantaged and describing the programs, the authors discuss such subjects as the reasons for compensatory education; teacher recruitment, preparation, and inservice training; curriculum innovation; the role of parents and the community; the inadequacies of existing thought and action on overall approaches to

education for the disadvantaged; and the challenges for the future. A "Directory of Compensatory Practices" contains city-by-city, area-by-area outlines of past and present programs.

Jones, Edgar L. "Early School Admission Project." SOUTHERN EDUCATION REPORT 1(1965):16 pp. (Reprint available from Ford Foundation. Free)

Baltimore, Maryland's program for disadvantaged four-year-olds provides compensatory education within the public school system. With concentrated individual attention and home visits, problems of the children are being dealt with to help them have successful experiences when they reach school age.

Karnes, Merle B.; Teska, James A.; and Hodgins, Audrey S. "The Effects of Four Programs of Classroom Intervention on the Intellectual and Language Development of 4-year-old Disadvantaged Children." AMERICAN JOURNAL OF ORTHOPSYCHIATRY 40(1970):58-76

"Differential effects of four preschool programs were evaluated through pre- and post-batteries of standardized tests. The interventions represent levels of structure along a continuum from the traditional to the highly structured preschool. Results from all instruments differentiated among the programs, and clearly favored the highly structured preschool."

Karnes, Merle B.; Wollersheim, Janet P.; Stoneburner, Robert L.; Hodgins, Audrey; and Teska, James A. "An Evaluation of Two Pre-school Programs for Disadvantaged Children." EXCEPTIONAL CHILDREN, May 1968, pp. 667-76

"This paper presents the first year results of a study designed to evaluate through a battery of standardized tests the effectiveness of two preschool programs upon the long range school performance of comparable groups of children."

Miller, James O. EARLY CHILDHOOD EDUCATION AS AN INTERVENTION IN THE CHILD'S ECOLOGICAL SYSTEM. Nashville, Tennessee: National Laboratory on Early Childhood Education, 1969. 25 pp. ERIC, 3.29

This study is concerned with intervention strategy where the mother is the agent of change. The instructional programs for both the mother and the target child are described in detail.

Nimnicht, Glen; McAfee, Oralie; and Meier, John. THE NEW NURSERY SCHOOL. New York: General Learning Corporation, 1969. 181 pp. 13.00

This book has evolved from four years of experimental and developmental work at the New Nursery School in Greeley, Colorado. It is a guide for planning and implementing classroom activities to achieve the following objectives: in the affective domain, to develop a positive self-image; in the cognitive domain, to increase sensory and perceptual acuity, to improve language skills, to promote the formation of certain concepts essential for later learning, and to develop the child's ability to solve problems. Six "Learning Activities Booklets" accompany the book.

O'Piela, Joan. EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS EXPANDED THROUGH THE USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, FUNDS. Detroit: Detroit Public Schools, 1968. 47 pp. ERIC, 3.29

A project to evaluate the effectiveness of 14 preschool centers in combining the services of family, community, and professional resources in a program to increase children's school readiness and potential for academic success. It involved 800 three- and four-year-olds and their parents.

PARENT COOPERATIVE PRESCHOOLS INTERNATIONAL. Quebec, Canada, 1967. 4.50

This series of booklets gives guidelines to follow in implementing a parent cooperative preschool. The titles include ORIENTATION, SAFETY IN THE PRESCHOOL, HOW TO START A PARENT COOPERATIVE PROGRAM, TEACHER HIRING, and PUBLICITY.

PROGRESS REPORT OF THE EXPERIMENTAL NURSERY SCHOOL PROGRAM 1964-65. Philadelphia: Philadelphia Council for Community Advancement, 1965. 115 pp. ERIC, 6.58

"The purpose of this program was to help disadvantaged preschool children overcome some of the handicaps which hindered their educational, social and emotional development; to increase the interaction between the home and school; and to make the teacher sensitive to the particular needs of his disadvantaged pupils."

"Today's Day Center Amenity May be Necessity of Tomorrow." APARTMENT CONSTRUCTION NEWS, May 1971, pp. 15-18

The inclusion of a 94-pupil capacity early childhood education center in a 500-unit apartment complex is described in this article. After its initial opening to provide day care, the center later expanded to include a kindergarten program and before and after school remedial and developmental programs.

Weikart, David P.; Deloria, Dennis J.; Lawser, Sarah A.; and Wiegerink, Ronald. LONGITUDINAL RESULTS OF THE YPSILANTI PERRY PRESCHOOL PROJECT. Ypsilanti, Michigan: High/Scope Educational Research Foundation, 1970. 183 pp. 5.00

> "The Ypsilanti Perry Preschool Project was an experiment to assess the longitudinal effects of a two-year preschool program designed to compensate for functional mental retardation found in some children from disadvantaged families. The program consisted of a daily cognitively oriented preschool program and home visits each week to involve mothers in the educative process."

Weikart, David P.; Rogers, Linda: Adcock, Carolyn, and McClelland, Donna. THE COGNITIVELY ORIENTED CURRICULUM; A FRAMEWORK FOR PRESCHOOL TEACHERS. Washington, D.C.: National Association for the Education of Young Children, 1971. 182 pp. 3.50

> Three decisions were significant in designing the cognitively oriented curriculum: the first was to reflect a structured theoretical position; the second was that children must be active participants in learning and must have the opportunity to test both incorrect and correct answers through a multiplicity of experiences within a highly varied environment; the third was the recognition that teachers are essentially creative and dedicated.

Williams, Charles Ray. A COMPARISON OF CONTRASTING PROGRAMS IN EARLY CHILDHOOD EDUCATION. Los Angeles: University of California, 1970. 128 pp. ERIC, 6.58

> "This study compares the performance of pupils in the individualized early childhood program at the University of California at Los Angeles Elementary School with that of kindergarten pupils in the more conventional program of the Los Angeles City Schools. Programs of both institutions are analyzed and relationships between school program and student performance are noted."

E. SCHOOL-AGE PROGRAMS

Biber, Barbara; Shapiro, Edna; Wickens, David; and Gilkeson, Elizabeth. PROMOTING COGNITIVE GROWTH: A DEVELOPMENTAL-INTERACTION POINT OF VIEW. Washington, D.C.: National Association for the Education of Young Children, 1971. 64 pp. 2.50

> "The purpose of this paper is to define and illustrate how the teacher of preschool children can strengthen cognitive development."

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These essays taken from THE NEW REPUBLIC provide an introduction for teachers and parents interested in the "open-classroom concept." Featherstone examines the English primary schools and cites schools in New Zealand and the United States which have successfully used this informal education approach.

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"The Southwest Regional Laboratory (SWRL) has developed and initially field tested during summer 1969 a Summer Reading Program (SRP) designed to prevent the decrement in kindergarten children's academic achievement caused by the lack of instruction and practice during the summer. Each parent supervised his child at home in structured reading practice."

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The inclusion of a 94-pupil capacity early childhood education center in a 500-unit apartment complex is described in this article. After its initial opening to provide day care, the center later expanded to include a kindergarten program and before and after school remedial and developmental programs.

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F. FOREIGN PROGRAMS

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Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research, and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Resnick, Lauren B. TEACHER BEHAVIOR IN AN INFORMAL BRITISH INFANT SCHOOL. Paper presented at the annual meetings of the American Educational Research Association, February 4-7, 1971, New York. 32 pp. Free

"This paper represents an attempt to systematically describe the behavior of the teacher in an informal, or 'open' classroom. It derives from a concern with the ways in which the teacher in such a setting performs the critical functions of maintaining purposeful activity on the part of the children, directing them to tasks and activities she deems appropriate, and engaging in direct instruction of various kinds."

G. FAMILY PROGRAMS

Collins, Alice H.; Emlen, Arthur C.; and Watson, Eunice L. "The Day Care Neighbor Service: An Interventive Experiment." COMMUNITY MENTAL HEALTH JOURNAL 5(1969):219-224

> In 1969, more than one million children of working mothers were cared for in the homes of nonrelatives. An informal social system has developed through which mothers and day care givers find each other, make, maintain, and dissolve their private arrangements, almost entirely without the intervention of any social agency. This paper describes the development of "a new kind of day care service using consultation methods for preventive intervention at the neighborhood level."

DAY CARE: PLANNING TO MEET COMMUNITY NEEDS. Minneapolis, Minnesota: Hennepin County, Office of the Administrator, 1971. 89 pp. 1.50

> "The major intent of this particular report is to provide a data base to be used by planners of day care services. A wide range of concerns are addressed in the report, including a brief review of agency involvement in day care planning, basic data on licensed day care homes and centers, a preliminary analysis of the potential user population in Hennepin County, and finally a review of day care legislation and financing possibilities."

Dokecki, Paul R.; Bridgman, Jane L.; Goodroe, Paula C.; and Horton, Della M. THE TRAINING OF FAMILY DAY-CARE WORKERS: A FEASIBILITY STUDY AND INITIAL PILOT EFFORTS. Nashville: George Peabody College for Teachers, 1971. 31 pp. Free

> The overall objective of the DARCEE program is to train family day-care workers to be effective agents of educational change for the children receiving care in their homes.

Emlen, Arthur C. NEIGHBORHOOD FAMILY DAY CARE AS A CHILD-REARING ENVIRONMENT. Paper presented for presentation at the Annual Meeting of the National Association for the Education of Young Children, 19 November 1970, Boston, Massachusetts. 18 pp. Free

> The Field Study of the Neighborhood Family Day Care System, as part of its study, has "paid attention to the life circumstances, attitudes, and behaviors primarily of the mother and the caregiver, for it is these behaviors and conditions that both create and constitute the proximal environment for the child."

"Homemaker Service and Day Care." In CHILD WELFARE SERVICES: A SOURCEBOOK, edited by Alfred Kadushin, pp. 74-127. London: Macmillan, 1970.

Chapters 8-14 are concerned with homemaker service and day care -- both of which are called supplementary child welfare services and entail assuming some of the responsbilities of the mother when she is ill or when she is employed.

Koss, Sid. "Who Takes Care of Your Children?" PARADE MAGAZINE, 5 March 1967, p. 14

This article cites some dramatic instances of neglect and substandard care in family day care.

Sale, June Solnit, and Torres, Yolanda Ledon. "I'M NOT JUST A BABY-SITTER": A DESCRIPTIVE REPORT OF THE COMMUNITY FAMILY DAY CARE PROJECT. Pasadena, California: Pacific Oaks College, 1971. 215 pp. 3.00

This report describes the initiation and work of the Community Family Day Care Project in its first year of operation. The goals were to identify the formal and informal networks of child care in a multi-racial, low-income neighborhood in Pasadena, to explore possible methods that might be used to support existing networks, facilities and people concerned with the day care of young children in order to improve the quality of service, and to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood.

H. PRIVATE-FOR-PROFIT PROGRAMS

AN ANALYSIS OF PRIVATE PRESCHOOL PROGRAMS. Sacramento, California: Arthur Bolton Associates, 1970. 42 pp. Free

The Board of the Private Nursery School Association of California initiated this study to answer the following questions: What attributes do P.N.S.A. member schools display which would enable them to compete with public day care programs? If P.N.S.A. member schools elect to increase their participation in federally funded programs, can they meet the existing requirements? Do P.N.S.A. members want to become involved in publicly funded programs and to what extent?

"Child's Play is Business When Builders Plan Apt. Services." APARTMENT CONSTRUCTION NEWS, May 1970

Educare Child Care Centers, Inc. in Memphis negotiates with developers to lease land on an apartment project's site and builds as well as runs day care centers. Centers are designed for 90, 120, or 150 children with college-trained directors and other staff members at a ratio of one adult for every 12 children.

Featherstone, Joseph. SCHOOLS WHERE CHILDREN LEARN. New York: Liveright, 1971. 180 pp. 5.95

These essays taken from THE NEW REPUBLIC provide an introduction for teachers and parents interested in the "open-classroom concept." Featherstone examines the English primary schools and cites schools in New Zealand and the United States which have successfully used this informal education approach.

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This proprietary day care program seeks to "provide a new dimension in strengthening family ties through child care," as well as give attention to the intellectual, social, emotional, health, and nutrition needs of children.

I. WORK-RELATED PROGRAMS

Barry, Judy. AN EMPLOYER-SPONSORED NEIGHBORHOOD DAY CARE CENTER: REPORT AND PROPOSAL. Washington, D.C.: Urban Institute, 1971.

This report outlines funding possibilities, the specifics of some privately sponsored centers and the options they present, and some recommendations for future actions.

"Corporate Baby-sitting." FORBES, 1 June 1971, pp. 19-20

The growing interest in work-related day care centers is described in this article.

Curran, Joseph R., and Jordan, John W. THE KLH EXPERIENCE: AN EVALUATIVE REPORT OF DAY CARE IN ACTION AT THE KLH CHILD DEVELOPMENT CENTER, CAMBRIDGE, MASSACHUSETTS. Cambridge, Massachusetts: KLH Child Development Center, 1971. 126 pp. 5.00

This evaluative report discusses the growth and development of the KLH Child Development Center. Each component of this industry day care center is evaluated for its effectiveness as it relates to the total program.

DAY CARE SERVICES: INDUSTRY'S INVOLVEMENT. Washington, D.C.: U.S. Department of Labor, Wages and Standards Administration, Women's Bureau, 1971. 42 pp. .25

This study surveyed the extent to which employers and employees' unions have established child care centers for working mothers.

Hawkins, David F.; Curran, Joseph R.; and Jordan, John W. INDUSTRY RELATED DAY CARE: THE KLH DEVELOPMENT CENTER, PART I. Cambridge, Massachusetts: KLH Child Development Center, n.d. 123 pp. 3.00

The purpose of this report is to present the research design for the evaluation of the industry-related child care center and to discuss the expectations of the parties involved, their progress to date in establishing the center, and the critical decisions made by these groups. The time period covered is from spring 1965 to February 1969.

4. PERSONNEL

A. STAFFING

Biber, Barbara; Shapiro, Edna; Wickens, David; and Gilkeson, Elizabeth. PROMOTING COGNITIVE GROWTH: A DEVELOPMENTAL-INTERACTION POINT OF VIEW. Washington, D.C.: National Association for the Education of Young Children, 1971. 64 pp. 2.50

> "The purpose of this paper is to define and illustrate how the teacher of preschool children can strengthen cognitive development."

Collins, Alice H.; Emlen, Arthur C.; and Watson, Eunice L. "The Day Care Neighbor Service: An Intervention Experiment." COMMUNITY MENTAL HEALTH JOURNAL 5(1969):219-224

> In 1969, more than one million children of working mothers were cared for in the homes of nonrelatives. An informal social system has developed through which mothers and day care givers find each other, make, maintain, and dissolve their private arrangemnts, almost entirely without the intervention of any social agency. This paper describes the development of "a new kind of day care service using consultation methods for preventive intervention at the neighborhood level."

Collins, Alice H., and Watson, Eunice L. "Exploring the Neighborhood Family Day Care System." SOCIAL CASEWORK, November 1969, pp. 527-33

> Through their study of neighborhood family day care, the authors believe that "there is great potential value for social agencies in developing a means of using home centered women who are central to the neighborhood social system to extend the reach of professional social workers in various fields of service."

Costello, Joan, and Binstock, Eleanor. REVIEW AND SUMMARY OF A NATIONAL SURVEY OF THE PARENT-CHILD CENTER PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1970. 47 pp. .25

> Kirschner Associates, Inc. made a two-year study of the first year of operation for the 36 Parent and Child Centers completing their report in March 1970. The Inter-Agency Monitoring Committee for PCC Evaluation suggested a child development specialist, not associated with the Parent and Child Centers, prepare this summary of the study.

Curran, Joseph R., and Jordan, John W. THE KLH EXPERIENCE: AN EVALUATIVE REPORT OF DAY CARE IN ACTION AT THE KLH CHILD DEVELOPMENT CENTER, CAMBRIDGE, MASSACHUSETTS. Cambridge, Massachusetts: KLH Child Development Center, 1971. 126 pp. 5.00

This evaluative report discusses the growth and development of the KLH Child Development Center. Each component of this industry day care center is evaluated for its effectiveness as it relates to the total program.

EARLY CHILDHOOD EDUCATION LEARNING SYSTEM FOR THREE- AND FOUR-YEAR-OLD MIGRANT CHILDREN, MCALLEN, TEXAS. Austin: Southwest Educational Development Laboratory, 1969. 101 pp. ERIC, 6.58

This is an instructional program which includes staff development and parent-school-community involvement. Focus is on the special learning problems of Mexican-American children and the development of bilingual competence.

Emlen, Arthur C. NEIGHBORHOOD FAMILY DAY CARE AS A CHILD-REARING ENVIRONMENT. Paper prepared for presentation at the Annual Meeting of the National Association for the Education of Young Children, 19 November 1970, Boston, Massachusetts. 18 pp. Free

The Field Study of the Neighborhood Family Day Care System, as part of its study, has "paid attention to the life circumstances, attitudes, and behaviors primarily of the mother and the caregiver, for it is these behaviors and conditions that both create and constitute the proximal environment for the child."

FAMILY DAY CARE -- CAREER PROGRAM. New York: Human Resources Administration, Community Development Agency, n.d. 11 pp. Free

This booklet briefly describes the programs for training family day care mothers and the staff members of day care centers.

Giesy, Rosemary, ed. A GUIDE FOR HOME VISITORS. Nashville: George Peabody College for Teachers, DARCEE, 1970. 192 pp. 2.00

This guide was designed to provide information for persons in training to be home visitors. The home visitor program was devised by DARCEE to increase the "educability" of young children from low-income homes. It has the advantages of being relatively inexpensive and being able to reach more than one child in each family unit.

Gilbert, Dorothea. "Educational and Growth Needs of Children in Day Care." CHILD WELFARE 49(1970):15-20

The author notes the stages of development in young children which must be as carefully planned for in day care centers as they have been in the home. To bridge the gap between home and center and overcome problems of separation, the author points out ways for the parents and the staff to prepare children for this part of their lives and keep them from feeling "divided."

Gordon, Edmund W., and Wilkerson, Doxey A. COMPENSATORY EDUCATION FOR THE DISADVANTAGED. New York: College Entrance Examination Board, 1966. 299 pp. 4.50

This book "contains an up-to-date digest, analysis, and critical evaluation of nationwide preschool through college programs of compensatory education for the disadvantaged." In addition to identifying the disadvantaged and describing the programs, the authors discuss such subjects as the reasons for compensatory education; teacher recruitment, preparation, and inservice training; curriculum innovation; the role of parents and the community; the inadequacies of existing thought and action on overall approaches to education for the disadvantaged; and the challenges for the future. A "Directory of Compensatory Practices" contains city-by-city, area-by-area outlines of past and present programs.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

"Homemaker Service and Day Care." In CHILD WELFARE SERVICES: A SOURCEBOOK, edited by Alfred Kadushin, pp. 74-127. London: Macmillan, 1970

Chapters 8-14 are concerned with homemaker services and day care -- both of which are called supplementary child welfare services and entail assuming some of the responsibilities of the mother when she is ill or when she is employed.

Karnes, Merle B.; Teska, James A.; and Hodgins, Audrey S. "The Successful Implementation of a Highly Specific Preschool Instructional Program by Paraprofessional Teachers." JOURNAL OF SPECIAL EDUCATION 4(1970):69-80

"It was the intent of this study to determine whether a paraprofessional teaching staff indigenous to a poverty area could, through sustained inservice training and daily supervision, implement a highly specific preschool instructional program."

Millman, Linda I., and Chilman, Catherine S. POOR PEOPLE AT WORK: AN ANNOTATED BIBLIOGRAPHY ON SEMI-PROFESSIONALS IN EDUCATION, HEALTH, AND WELFARE SERVICES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Office of Research, Demonstrations, and Training, Intramural Research Division, 1969. 47 pp. ERIC, 3.29

"This bibliography was prepared to stimulate needed research and to disseminate information on opportunities for the poor and culturally disadvantaged as semi-professionals in human service occupations. About 150 annotations are contained in this bibliography, referring to articles written since 1964."

NEIGHBORHOOD-BASED CHILD CARE SERVICES FOR THE INNER CITY: A SERVICE MODEL, A STAFFING PLAN AND A PROGRAM IMPLEMENTATION STRATEGY. Chicago: Illinois Board of Vocational Education and Rehabilitation, 1971. 85 pp. Free

The purpose of this study was to design a child care program responsive to the needs of disadvantaged inner city neighborhoods. The model, based upon a capacity of 100 children, features a central unit for administrative and supportive services surrounded by five mini-centers located within walking distance. It provides employment and career development for 28 welfare mothers and other low income residents and community participation in planning and management.

Neil, Edith R. HELPING HANDS: HEAD START VOLUNTEER HANDBOOK. Denver: Denver Opportunity, Project Head Start, 1970. 37 pp. Free

This handbook for Head Start volunteers explains Head Start and its goals and the volunteer's place in the program, and contains a section on play activities for children and the volunteer's role.

Nimnicht, Glen; McAfee, Oralie; and Meier, John. THE NEW NURSERY SCHOOL. New York: General Learning Corporation, 1969. 181 pp. 13.00

This book has evolved from four years of experimental and developmental work at the New Nursery School in Greeley, Colorado. It is a guide for planning and implementing classroom activities to achieve the following objectives: in the cognitive domain, to increase sensory and perceptual acuity, to improve language skills, to promote the formation of certain concepts essential for later learning, and to develop the child's ability to solve problems. Six "Learning Activities Booklets" accompany the book.

PARENT COOPERATIVE PRESCHOOLS INTERNATIONAL. Quebec, Canada, 1967. 4.50

This series of booklets gives guidelines to follow in implementing a parent cooperative preschool. The titles include ORIENTATION, SAFETY IN THE PRESCHOOL, HOW TO START A PARENT COOPERATIVE PROGRAM, TEACHER HIRING, and PUBLICITY.

Resnick, Lauren B. TEACHER BEHAVIOR IN AN INFORMAL BRITISH INFANT SCHOOL. Paper presented at the annual meetings of the American Educational Research Association, February 4-7, 1971, New York 32 pp. Free

"This paper represents an attempt to systematically describe the behavior of the teacher in an informal, or 'open' classroom. It derives from a concern with the ways in which the teacher in such a setting performs the critical functions of maintaining purposeful activity on the part of the children, directing them to tasks and activities she deems appropriate, and engaging in direct instruction of various kinds."

Sale, June Solnit, and Torres, Yolanda Ledon. "I'M NOT JUST A BABYSITTER": A DESCRIPTIVE REPORT OF THE COMMUNITY FAMILY DAY CARE PROJECT. Pasadena, California: Pacific Oaks College, 1971. 215 pp. 3.00

This report describes the initiation and work of the Community Family Day Care Project in its first year of operation. The goals were to identify the formal and informal networks of child care in a multi-racial, low-income neighborhood in Pasadena, to explore possible methods that might be used to support existing networks, facilities, and people concerned with the day care of young children in order to improve the quality of service, and to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood.

Stinnett, T. M., and Pershing, Geraldine E. A MANUAL ON CERTIFICATION REQUIREMENTS FOR SCHOOL PERSONNEL IN THE UNITED STATES. Washington, D.C.: National Education Association, 1970. 221 pp. 6.00

In addition to certification, this manual reports on accreditation, professional standards and practices, legislation, new staffing patterns, and teacher aides.

UEC-EDUCATIONAL DAY-CARE SYSTEMS. Washington, D.C.: UEC, Educational Day-Care Division, 1971. 84 pp. Free

This proprietary day care program seeks to "provide a new dimension in strengthening family ties through child care," as well as give attention to the intellectual, social, emotional, health, and nutrition needs of children.

B. TRAINING

Brotherson, Mary Lou, and Johnson, Mary Ann. TEACHER AIDE HANDBOOK: A GUIDE FOR NEW CAREERS IN EDUCATION. Danville, Illinois: Interstate Printers and Publishers, 1971. 210 pp. 4.95

This handbook is an attempt to gather and relate introductory information necessary for the orientation and education of auxiliary personnel in education.

Combs, Arthur W. "The Personal Approach to Good Teaching." EDUCATIONAL LEADERSHIP 21(1964):369

To plan effective programs for teacher education, the author outlines a plan not of teaching what to do, but helping an individual to see himself and his world so that he can change in order to see the beliefs, understandings, values, and concepts that make up the perceptual organization of good teachers.

Costello, Joan, and Binstock, Eleanor. REVIEW AND SUMMARY OF A NATIONAL SURVEY OF THE PARENT-CHILD CENTER PROGRAM. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1970. 47 pp. .25

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Dokecki, Paul R.; Bridgman, Jane L.; Goodroe, Paula C.; and Horton, Della M. THE TRAINING OF FAMILY DAY-CARE WORKERS: A FEASIBILITY STUDY AND INITIAL PILOT EFFORTS. Nashville: George Peabody College for Teachers, 1971. 31 pp. Free

The overall objective of the DARCEE program is to train family day-care workers to be effective educational change agents for the children receiving care in their homes.

EXCEPTIONAL CHILDREN 37(1971)

This issue is devoted to the topic "The Exceptional Child's Early Years." It includes articles on toys, intellectual development, model centers for preschool handicapped children, and development of a staff training prototype for early childhood centers.

FAMILY DAY CARE -- CAREER PROGRAM. New York: Human Resources Administration, Community Development Agency, n.d. 11 pp. Free

This booklet briefly describes the programs for training family day care mothers and the staff members of day care centers.

Giesy, Rosemary, ed. A GUIDE FOR HOME VISITORS. Nashville: George Peabody College for Teachers, DARCEE, 1970. 192 pp. 2.00

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> "This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

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> Chapters 8-14 are concerned with homemaker services and day care -- both of which are called supplementary child welfare services and entail assuming some of the responsibilities of the mother when she is ill or when she is employed.

Karnes, Merle B.; Teska, James A.; and Hodgins, Audrey S. "The Successful Implementation of a Highly Specific Preschool Instructional Program by Paraprofessional Teachers." JOURNAL OF SPECIAL EDUCATION 4(1970):69-80

> "It was the intent of this study to determine whether a paraprofessional teaching staff indigenous to a poverty area could, through sustained inservice training and daily supervision, implement a highly specific preschool instructional program."

Kent, James A. EDUCATION IN THE NEW CAREERS PROGRAM. Washington, D.C.: University Research Corporation, National Institute for New Careers, 1969. 13 pp. ERIC, 3.29

> The New Careers program sponsored by the University of Colorado Center for Urban Affairs has developed two innovative features: training is based on a process model of education, and the program is committed to developing as trainers persons who are from a poverty or minority group background. The goal is that the trainee accomplish the Bachelor of Arts degree in four to five years while working full time--which means that credit must be given for learning that takes place on the job and for independent investigation.

MANPOWER REPORT OF THE PRESIDENT INCLUDING A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING. Washington, D.C.: U.S. Department of Labor, 1971. 328 pp. 2.50

This ninth MANPOWER REPORT begins with a broad review of recent developments in employment and unemployment and in manpower and related programs. It testifies to the importance of comprehensive reshaping of manpower programs, under new legislative authorization, to insure that the services given are fully responsive to differing local needs. There are also special discussions of three broad subjects: the critical problems of urban labor markets and their workers, the manpower dilemmas faced in rural areas, and the employment requirements generated by federal, state, and local government expenditures, with emphasis on their implications for manpower policy.

MIGRANT CHILDREN: THEIR EDUCATION. Washington, D.C.: Association for Childhood Education International, 1971. 64 pp. 2.00

The 15 articles in this booklet are concerned with the problems of migrant children and how teachers can understand and deal with these problems in helping the children get an education.

Millman, Linda I., and Chilman, Catherine S. POOR PEOPLE AT WORK: AN ANNOTATED BIBLIOGRAPHY ON SEMI-PROFESSIONALS IN EDUCATION, HEALTH, AND WELFARE SERVICES. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Office of Research, Demonstrations, and Training, Intramural Research Division, 1969. 47 pp. ERIC, 3.29

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This handbook for Head Start volunteers explains Head Start and its goals and the volunteer's place in the program, and contains a section on play activities for children and the volunteer's role.

THE NEW TEACHER: A REPORT ON FORD FOUNDATION ASSISTANCE FOR NEW PATTERNS IN THE EDUCATION OF TEACHERS. New York: Ford Foundation, 1962. 39 pp. Free

In 1959, the Ford Foundation began a series of large grants for extensive experiments to improve teacher education. The most significant changes have been more of a concentration on the academic area as an undergraduate, rather than courses on how to teach, and more actual classroom experience.

PARENT COOPERATIVE PRESCHOOLS INTERNATIONAL. Quebec, Canada, 1967. 4.50

This series of booklets gives guidelines to follow in implementing a parent cooperative preschool. The titles include ORIENTATION, SAFETY IN THE PRESCHOOL, HOW TO START A PARENT COOPERATIVE PROGRAM, TEACHER HIRING, and PUBLICITY.

5. ECONOMIC ISSUES

A. SUPPLY AND DEMAND

Armstrong, David P. A STUDY OF THE CHARACTERISTICS AND FUNCTIONS OF PRIVATE AND PUBLIC CHILD DAY CARE CENTERS. Master's thesis, University of Oklahoma, 1968. 107 pp.

> The three main areas of investigation of this paper are 1) a determination of the purpose of such operations; 2) a study of physical facilities of selected, presently operating centers; and 3) an analysis of criteria and standards necessary to create the optimum in child group-care facilities.

Barry, Judy. AN EMPLOYER-SPONSORED NEIGHBORHOOD DAY CARE CENTER: REPORT AND PROPOSAL. Washington, D.C.: Urban Institute, 1971. 11 pp. Free

> This report outlines funding possibilities, the specifics of some privately sponsored centers and the options they present, and some recommendations for future actions.

Bourne, Patricia Gerald; Medrich, Elliott A.; Steadwell, Louis; and Barr, Donald. DAY CARE NIGHTMARE: A CHILD CENTERED VIEW OF CHILD CARE. Berkeley: University of California, Institute of Urban and Regional Development, 1970. 92 pp. Free

> A "child-centered stance" is the perspective for the four purposes of this paper: to establish a set of criteria based on the needs of children for extra-parental care, by which the performance of a system or constellation of child care services may be judged, to look at the existing range of services in order to see which of these needs of children are currently being met and which are not being met, to look at the existing constellation of services as a "system" and ask whether that system is able to respond to the current and evolving needs of children, and to identify immediate and particular changes which would make the existing system more effective, propose some priorities for action and a new form of organization for the delivery of day care services.

COMMUNITY COORDINATED CHILD CARE PLANNING PROPOSAL. Santa Clara, California: Social Planning Council of Santa Clara County, 1970. 56 pp. Free

> "This document describes a planning proposal to organize and to develop the planning and support necessary to obtain both federal and state recognition of a Santa Clara County group as a 4-C Program."

"Corporate Baby-sitting." FORBES, 1 June 1971, pp. 19-20

The growing interest in work-related day care centers is described in this article.

Curran, Joseph R., and Jordan, John W. THE KLH EXPERIENCE: AN EVALUATIVE REPORT OF DAY CARE IN ACTION AT THE KLH CHILD DEVELOPMENT CENTER, CAMBRIDGE, MASSACHUSETTS. Cambridge, Massachusetts: KLH Child Development Center, 1971. 126 pp. 5.00

This evaluative report discusses the growth and development of the KLH Child Development Center. Each component of this industry day care center is evaluated for its effectiveness as it relates to the total program.

THE DAY CARE CENTER CRISIS: ITS DIMENSION AND SOME SOLUTIONS. New York: Office of the Comptroller, 1970. 17 pp. Free

This report cites the lag between need for day care and available facilities and makes recommendations to facilitate the establishment of centers, particularly in the areas of administration and coordination.

DAY CARE: PLANNING TO MEET COMMUNITY NEEDS. Minneapolis, Minnesota: Hennepin County, Office of the Administrator, 1971. 89 pp. 1.50

"The major intent of this particular report is to provide a data base to be used by planners of day care services. A wide range of concerns are addressed in the report, including a brief review of agency involvement in day care planning, basic data on licensed day care homes and centers, a preliminary analysis of the potential user population in Hennepin County, and finally a review of day care legislation and financing possibilities."

FULL DAY CARE OF CHILDREN IN METROPOLITAN MINNEAPOLIS. Minneapolis: Community Health and Welfare Council, 1971. 92 pp. 1.50

In examining the day care situation in metropolitan Minneapolis, the following subjects are examined: value systems affecting day care, inventory of services, Title IV funding, cost of care, standards, business and industry, and federal legislation.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning

both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

POPULATION GROWTH AND AMERICA'S FUTURE: AN INTERIM REPORT PREPARED BY THE COMMISSION ON POPULATION GROWTH AND THE AMERICAN FUTURE. Washington, D.C.: Commission on Population Growth and the American Future, 1971. 49 pp. .40

This report discusses the population situation in the United States and outlines the questions raised by the commission about the probable impact of future growth.

U.S. Congress, Senate Committee on Finance. CHILD CARE: DATA AND MATERIALS. 92nd Cong., 1st sess., 16 June 1971. 156 pp. .65

This document is designed to fill a void by bringing together in one publication the most important current statistics, reports, statutory language, and regulations in child care.

Waldman, Elizabeth, and Gover, Kathryn R. "Children of Women in the Labor Force." MONTHLY LABOR REVIEW 94(1971):19-25

Information on the characteristics of women in the labor force and their children. Data about family size, ages of children, family income, and the type of child care available.

Wylie, Evan McLeod. "Day-Care Centers: What We Have, What We Need, What Is Yet to Be Done." GOOD HOUSEKEEPING, September 1971, p. 102

In this general article, citing the growing need for day care, the author recommends the involvement of neighborhood and community groups to insure that day care will become a success.

Zamoff, Richard B. GUIDE TO THE ASSESSMENT OF DAY CARE SERVICES AND NEEDS AT THE COMMUNITY LEVEL. Washington, D.C.: Urban Institute, 1971. 100 pp. 3.00

The suggested procedures for community assessment of day care services in this report are the result of field work in one middle income and two low income communities in the

Washington, D.C. area. The contents include an introduction and background to the day care research culminating in this document, the interview forms developed, an analysis plan for a community assessment of day care, and recommendations on research procedures related to the community assessment of day care needs and services.

B. COST/BENEFIT

Barry, Judy. AN EMPLOYER-SPONSORED NEIGHBORHOOD DAY CARE CENTER: REPORT AND PROPOSAL. Washington, D.C.: Urban Institute, 1971. 11 pp. Free

This report outlines funding possibilities, the specifics of some privately sponsored centers and the options they present, and some recommendations for future actions.

COST ANALYSIS AND PERFORMANCE BUDGETING IN CHILD WELFARE AND PUBLIC ASSISTANCE: STATE OF MAINE DEPARTMENT OF HEALTH AND WELFARE. New York: Laurin Hyde Associates, 1962. 77 pp.

The primary purposes of work measurement and cost analysis are in allocating resources, planning workloads, and arriving at realistic cost estimates.

"Costs of Day Care: Implications for Public Policy." CITY ALMANAC 6(1971):1-15

The following questions are raised in this study of day care costs and policy issues: Does day care need to cost as much as it does? Are costs high because they reflect expensive early childhood development programs rather than simply day care? Is it reasonable to charge the whole cost of development programs against welfare, or include it in the "cost" of an AFDC mother working?

McClellan, Keith; Zemont, Delia; and Kelpsas, Carol. DAY CARE COST ANALYSIS: A MANUAL OF INSTRUCTIONS. Chicago: Welfare Council of Metropolitan Chicago, Planning and Research Division, 1971. 116 pp. 1.75

Designed to provide guidelines for the analysis of the costs of operating day care centers, this manual is also viewed as a tool for developing normative costs for various kinds of day care service. It was designed so that it is applicable to infant care centers, after-school care centers, group homes, and foster homes as well as preschool day care centers.

POTENTIAL COST AND ECONOMIC BENEFITS OF INDUSTRIAL DAY CARE. Washington, D.C.: Inner City Fund, 1971. 67 pp.

"This paper offers an analytical framework to evaluate the cost and potential economic benefits of industrial day care -- child care provided by or paid for by a corporation for its employees."

C. EMPLOYMENT AND LABOR FORCE

Cohen, Malcolm S. "Married Women in the Labor Force: An Analysis of Participation Rates." MONTHLY LABOR REVIEW 92(1969):31-35

This article presents a sampling of results obtained by using an econometric model that uses information about characteristics of households, families, and individuals from the monthly Current Population Survey to analyze manpower data.

Flaim, Paul O. "Persons Not in the Labor Force: Who They Are and Why They Don't Work." MONTHLY LABOR REVIEW 92(1969):3-14

Persons not in the labor force are those who are neither working nor looking for work. Collection of data about these persons was begun on a regular basis in January 1967. It is hoped that this data will help improve methods of measuring the quality and size of the actual and potential labor supply.

Fleisher, Belton M., and Porter, Richard D. THE LABOR SUPPLY OF MALES 45-59: A PRELIMINARY REPORT. Columbus, Ohio: Ohio State University, Center for Human Resource Research, 1970. 120 pp. Free

The behavior of blue-collar workers living in metropolitan areas is discussed.

Greenberg, David H., and Kosters, Marvin. INCOME GUARANTEES AND THE WORKING POOR: THE EFFECT OF INCOME MAINTENANCE PROGRAMS ON THE HOURS OF WORK OF MALE FAMILY HEADS. Santa Monica, California: Rand Corporation, 1970. 134 pp. 4.00

"The Survey of Economic Opportunity was used to obtain estimates of the labor supply parameters required to assess the implications of these programs for hours of work of male family heads. These estimates were used in a simulation of the costs, the impact on incomes, and the changes in work patterns that might result from the extension to the working poor of income maintenance programs incorporating negative income tax principles."

MANPOWER REPORT OF THE PRESIDENT INCLUDING A REPORT ON MANPOWER REQUIREMENT, RESOURCES, UTILIZATION, AND TRAINING. Washington, D.C.: U.S. Department of Labor, 1971. 328 pp. 2.50

This ninth MANPOWER REPORT begins with a broad review of recent developments in employment and unemployment and in manpower and related programs. It testifies to the importance of comprehensive reshaping of manpower programs, under new legislative authorization, to insure that the services given are fully responsive to differing local needs. There are also special discussions of three broad subjects: the critical problems of urban labor markets and their workers, the manpower dilemmas faced in rural areas, and the employment requirements generated by federal, state, and local government expenditures with emphasis on their implications for manpower policy.

Rosow, Jerome M. THE PROBLEM OF THE BLUE-COLLAR WORKER. Washington, D.C.: U.S. Department of Labor, 1970. 15 pp. Free

This memorandum from an assistant secretary of labor to the secretary is concerned with minority group blue collar workers who have essentially "working class" economic and social problems related to wage, tax and government benefit structure for the nonpoor.

Stein, Robert L. "Reasons for Nonparticipation in the Labor Force." MONTHLY LABOR REVIEW 90(1967):22-27

A test survey was conducted in September 1966 with 13,000 households in the Monthly Labor Survey sample to try out a series of relatively simple questions which could be used on a regular basis in the household survey to measure some aspects of nonparticipation.

D. PARTICIPATION FOR AFDC POPULATIONS AND WOMEN IN GENERAL

Armstrong, David P. A STUDY OF THE CHARACTERISTICS AND FUNCTIONS OF PRIVATE AND PUBLIC CHILD DAY CARE CENTERS. Master's thesis, University of Oklahoma, 1968. 107 pp.

The three main areas of investigation of this paper are 1) a determination of the purpose of such operations; 2) a study of physical facilities of selected, presently operating centers; and 3) an analysis of criteria and standards necessary to create the optimum in child group-care facilities.

Cohen, Malcolm S. "Married Women in the Labor Force: An Analysis of Participation Rates." MONTHLY LABOR REVIEW 92(1969):31-35

This article presents a sampling of results obtained by using an econometric model that uses information about characteristics of households, families, and individuals from the monthly Current Population Survey to analyze manpower data.

"Costs of Day Care: Implications for Public Policy." CITY ALMANAC 6(1971):1-15

The following questions are raised in this study of day care costs and policy issues: Does day care need to cost as much as it does? Are costs high because they reflect expensive early childhood development programs rather than simply day care? Is it reasonable to charge the whole cost of development programs against welfare, or include it in the "cost" of an AFDC mother working?

DAY CARE SERVICES: INDUSTRY'S INVOLVEMENT. Washington, D.C.: U.S. Department of Labor, Wages and Standards Administration, Women's Bureau, 1971. 42 pp. .25

This study surveyed the extent to which employers and employees' unions have established child care centers for working mothers.

Eyde, Lorraine Dittrich. WORK VALUES AND BACKGROUND FACTORS AS PREDICTORS OF WOMEN'S DESIRE TO WORK. Ph.D. dissertation, Ohio State University, 1964. 212 pp.

"This particular investigation aims to add to the understanding of the characteristics of women who wish to work. The aim is furthered by: (1) the review of the salient factors known to affect women's work lives; and (2) the empirical study of the backgrounds and work motivation of two selected groups of women college graduates."

Morse, Harold A. "Measuring the Potential of AFDC Families for Economic Independence." WELFARE IN REVIEW 6(1968):13-19

This article describes a means of measuring potential for economic independence as a framework for the development of therapeutic and administrative plans for achieving the goals of AFDC and other welfare programs. It suggests the linking of measurement methods from the social sciences with the capabilities of electronic computers would help the welfare administrator respond better to the needs and problems of large urban areas, where most welfare cases are concentrated.

Stein, Robert L. "The Economic Status of Families Headed by Women." MONTHLY LABOR REVIEW 93(1970):3-10

Improving the economic status of families headed by women is viewed as one of the most important domestic problems of the 1970's. Data from the work experience, occupational and educational backgrounds, and earnings of women family heads are intended to give some useful perspective on the feasibility of providing employment as a substitute for welfare.

U.S. Congress, Senate Committee on Finance. CHILD CARE: DATA AND MATERIALS. 92nd Cong., 1st sess., 16 June 1971. 156 pp. .65

This document is designed to fill a void by bringing together in one publication the most important current statistics, reports, statutory language, and regulations in child care.

Waldman, Elizabeth, and Gover, Kathryn R. "Children of Women in the Labor Force." MONTHLY LABOR REVIEW 94(1971):19-25

Information on the characteristics of women in the labor force and their children. Data about family size, ages of children, family income, and the type of child care available.

WOMEN IN 1970. Washington, D.C.: Citizens' Advisory Council on the Status of Women, 1971. 23 pp. .40

Women's gains made for economic, legal, and social equality in 1970 are cited. Brief sections give the Council's recommendations and activities. Appendixes comment on the Proposed Equal Rights Amendment to the Constitution.

E. POVERTY ISSUES

Afield, Walter E., and Gibson, Audrey B. CHILDREN OF RESURRECTION CITY. Washington, D.C.: Association for Childhood Education International, 1970. 48 pp. 1.50

The authors describe the day care center and the children who came to it in Resurrection City in May 1968. The material in this booklet falls roughly into three parts. The first presents the children as seen against the overall activity of their parents; the second is comprised of vignettes of the children and their families; the third is a discussion of some of the broader social implications of the study.

Bourne, Patricia Gerald; Medrich, Elliott A.; Steadwell, Louis; and Barr, Donald. DAY CARE NIGHTMARE: A CHILD CENTERED VIEW OF CHILD CARE. Berkeley: University of California, Institute of Urban and Regional Development, 1970. 92 pp. Free

A "child-centered stance" is the perspective for the four purposes of this paper: to establish a set of criteria based on the needs of children for extra-parental care, by which the performance of a system or constellation of child care services may be judged, to look at the existing range of services in order to see which of these needs of children are currently being met and which are not being met, to look at the existing constellation of services as a "system" and ask whether that system is able to respond to the current and evolving needs of children, and to identify immediate and particular changes which would make the existing system more effective, propose some priorities for action and a new form of organization for the delivery of day care services.

Ellis, Kate, and Petchesky, Rosalind. THE POLITICS OF DAY CARE. Chicago: New University Conference, 1971. 13 pp. .25

New University Conference is a national organization of radicals who are "committed to struggle politically to create a new, American form of socialism and to replace an educational and social system that is an instrument of class, sexual, and racial oppression with one that belongs to the people." Day care was adopted as one of the national programs. "The principal object of this paper is to show that community contexts (i.e., social welfare contexts) have become not only vital to the functioning of corporate capitalism but also major arenas of socialization and of the potential development of class consciousness."

FAMILY BUDGET STANDARD: FOR THE USE OF SOCIAL AND HEALTH AGENCIES IN NEW YORK CITY. New York: Community Council of Greater New York, Research Department, Budget Standard Service, 1970. 76 pp. 4.00

Because many voluntary and public agencies provide social services for fees depending on the client's ability to pay, this standard has been established for evaluating the economic position of the client. Part I contains background information and a description of the budget standard and its applications. Part II is classified into sections according to the category of consumption: food, clothing and personal care, housing and utilities, etc. Part III consists of five tables of cost summaries showing average costs for food, clothing, housing, etc.

MALNUTRITION: ONE KEY TO THE POVERTY CYCLE. Sacramento: Assembly of the State of California, Committee on Health and Welfare, 1970. 26 pp. Free

This report contains proposals for meeting the problem of malnutrition of children in California. The two primary recommendations are to provide AFDC families with "adequate assistance so that their total income equals the minimum amount required to maintain sound nutrition and safe healthful living conditions for their children"; and to provide all economically needy school children in California with free or reduced-price school meals.

Steiner, Gilbert Y. THE STATE OF WELFARE. Washington, D.C.: Brookings Institution, 1971. 346 pp. 7.50

This book confronts issues raised in President Nixon's proposal of the Family Assistance Plan as part of an inquiry into the politics of stability and change across the spectrum of federal relief programs. Among these programs are aid to families with dependent children, food stamps, public housing, and veterans' pensions.

F. FUNDING SOURCES

Barry, Judy. AN EMPLOYER-SPONSORED NEIGHBORHOOD DAY CARE CENTER: REPORT AND PROPOSAL. Washington, D.C.: Urban Institute, 1971. 11 pp. Free

This report outlines funding possibilities, the specifics of some privately sponsored centers and the options they present and some recommendations for future actions.

COMMUNITY COORDINATED CHILD CARE PLANNING PROPOSAL. Santa Clara, California: Social Planning Council of Santa Clara County, 1970. 56 pp. Free

"This document describes a planning proposal to organize and to develop the planning and support necessary to obtain both federal and state recognition of a Santa Clara County group as a 4-C Program."

Curran, Joseph R., and Jordan, John W. THE KLH EXPERIENCE: AN EVALUATIVE REPORT OF DAY CARE IN ACTION AT THE KLH CHILD DEVELOPMENT CENTER, CAMBRIDGE, MASSACHUSETTS. Cambridge, Massachusetts: KLH Child Development Center, 1971. 126 pp. 5.00

This evaluative report discusses the growth and development of the KLH Child Development Center. Each component of this industry day care center is evaluated for its effectiveness as it relates to the total program.

THE DAY CARE CENTER CRISIS: ITS DIMENSION AND SOME SOLUTIONS. New York: Office of the Comptroller, 1970. 17 pp. Free

This report cites the lag between need for day care and available facilities and makes recommendations to facilitate the establishment of centers, particularly in the areas of administration and coordination.

DAY CARE: CLEARINGHOUSE PORTFOLIO NO. TWO. Washington, D.C.: National Program for Voluntary Action, n.d. Free

Items included are day care project case histories, data on films for children, publications from the clearinghouse, and pamphlets on the 4-C program and federal assistance for day care programs.

DAY CARE: PLANNING TO MEET COMMUNITY NEEDS. Minneapolis, Minnesota: Hennepin County, Office of the Administrator, 1971. 89 pp. 1.50

"The major intent of this particular report is to provide a data base to be used by planners of day care services. A wide range of concerns are addressed in the report, including a brief review of agency involvement in day care planning, basic data on licensed day care homes and centers, a preliminary analysis of the potential user population in Hennepin County, and finally a review of day care legislation and financing possibilities."

FEASIBILITY REPORT AND DESIGN OF AN IMPACT STUDY OF DAY CARE. Cambridge, Massachusetts: Center for the Study of Public Policy, 1971. 198 pp. Free

Two questions were investigated for this report: Could an impact study which provided comprehensive day care for poor and near-poor families in one or two large communities help federal officials and Congress decide between alternative mechanisms for funding day care, such as project grants and vouchers? Would such an impact study tell OEO anything useful about the effect on poor parents and children of federally funded day care?

FULL DAY CARE OF CHILDREN IN METROPOLITAN MINNEAPOLIS. Minneapolis: Community Health and Welfare Council, 1971. 92 pp. 1.50

In examining the day care situation in metropolitan Minneapolis, the following subjects are examined: value systems affecting day care, inventory of services, Title IV funding, cost of care, standards, business and industry, and federal legislation.

Rohwer, William D., Jr. ON ATTAINING THE GOALS OF EARLY CHILDHOOD EDUCATION. Paper prepared for the OEO Conference on Research in Early Childhood Education, 1970, Washington, D.C. 45 pp. Free

"The objective of this paper is to provide a documented rationale for the recommendation that relevant funding agencies, including especially the Office of Economic Opportunity, should provide support for a new departure in research on cognitive development as it pertains to education: research that focuses on the late childhood and early adolescent years."

Yahr, Nina, and Wingate, Eric. THE YAHR-WINGATE REPORT: AN INVESTIGATION OF DIRECT LEASE DAY CARE CENTERS IN NEW YORK CITY. New York: State of New York, the Assembly, 1971. 19 pp. Free

The city of New York entered into long-term, net leases with private landlords for buildings ostensibly designed for use as day care centers. The city then turned these buildings over to day care sponsors to operate day care programs. The day care sponsors have bitterly complained of poor design, poor construction and inadequate equipment in the centers. This report is an investigation into the quality of these "direct lease" day care centers and includes an analysis of fourteen day care centers in Manhattan, Brooklyn, and the Bronx.

G. COST OF DAY CARE

Armstrong, David P. A STUDY OF THE CHARACTERISTICS AND FUNCTIONS OF PRIVATE AND PUBLIC CHILD DAY CARE CENTERS. Master's thesis, University of Oklahoma, 1968. 107 pp.

The three main areas of investigation of this paper are 1) a determination of the purpose of such operations; 2) a study of physical facilities of selected, presently operating centers; and 3) an analysis of criteria and standards necessary to create the optimum in child group-care facilities.

Barry, Judy. AN EMPLOYER-SPONSORED NEIGHBORHOOD DAY CARE CENTER: REPORT AND PROPOSAL. Washington, D.C.: Urban Institute, 1971. 11 pp. Free

This report outlines funding possibilities, the specifics of some privately sponsored centers and the options they present and some recommendations for future actions.

Borom, Raymond. DAY CARE PLUS. Cleveland, Ohio: Day Care Facilities Development Service, n.d. Unpaged. Free

Designs are presented for low-income day care centers and homes, industrial day care centers, and day care centers plus dormitories. Budgets are included.

COMMUNITY COORDINATED CHILD CARE PLANNING PROPOSAL. Santa Clara, California: Social Planning Council of Santa Clara County, 1970. 56 pp. Free

"This document describes a planning proposal to organize and to develop the planning and support necessary to obtain both federal and state recognition of a Santa Clara County group as a 4-C Program."

"Costs of Day Care: Implications for Public Policy." CITY ALMANAC 6(1971):1-15

The following questions are raised in this study of day care costs and policy issues: Does day care need to cost as much as it does? Are costs high because they reflect expensive early childhood development programs rather than simply day care? Is it reasonable to charge the whole cost of development programs against welfare, or include it in the "cost" of an AFDC mother working?

Curran, Joseph R., and Jordan, John W. THE KLH EXPERIENCE: AN EVALUATIVE REPORT OF DAY CARE IN ACTION AT THE KLH CHILD DEVELOPMENT CENTER, CAMBRIDGE, MASSACHUSETTS. Cambridge, Massachusetts: KLH Child Development Center, 1971. 126 pp. 5.00

This evaluative report discusses the growth and development of the KLH Child Development Center. Each component of this industry day care center is evaluated for its effectiveness as it relates to the total program.

Elkin, Robert. TIME AND COST STUDY. St. Louis: Health and Welfare Council of Metropolitan St. Louis, 1961. 31 pp. Free

"The primary purpose of the study was to allocate costs of services which the Department of Children provides to affiliated institutions."

FULL DAY CARE OF CHILDREN IN METROPOLITAN MINNEAPOLIS. Minneapolis: Community Health and Welfare Council, 1971. 92 pp. 1.50

In examining the day care situation in metropolitan Minneapolis, the following subjects are examined: value systems affecting day care, inventory of services, Title IV funding, cost of care, standards, business and industry, and federal legislation.

McClellan, Keith; Zemont, Delia; and Kelpsas, Carol. DAY CARE COST ANALYSIS: A MANUAL OF INSTRUCTIONS. Chicago: Welfare Council of Metropolitan Chicago, Planning and Research Division, 1971. 116 pp. 1.75

Designed to provide guidelines for the analysis of the costs of operating day care centers, this manual is also viewed as a tool for developing normative costs for various kinds of day care service. It was designed so that it is applicable to infant care centers, after-school care centers, group homes, and foster homes as well as preschool day care centers.

POTENTIAL COST AND ECONOMIC BENEFITS OF INDUSTRIAL DAY CARE. Washington, D.C.: Inner City Fund, 1971. 67 pp.

"This paper offers an analytical framework to evaluate the cost and potential economic benefits of industrial day care -- child care provided by or paid for by a corporation for its employees."

U.S. Congress, Senate Committee on Finance. CHILD CARE: DATA AND MATERIALS. 92nd Cong., 1st sess., 16 June 1971. 156 pp. .65

This document is designed to fill a void by bringing together in one publication the most important current statistics, reports, statutory language, and regulations in child care.

H. STATISTICAL DATA

COMMUNITY COORDINATED CHILD CARE PLANNING PROPOSAL. Santa Clara, California: Social Planning Council of Santa Clara County, 1970. 56 pp. Free

"This document describes a planning proposal to organize and to develop the planning and support necessary to obtain both federal and state recognition of a Santa Clara County group as a 4-C Program."

"Costs of Day Care: Implications for Public Policy." CITY ALMANAC 6(1971):1-15

The following questions are raised in this study of day care costs and policy issues: Does day care need to cost as much as it does? Are costs high because they reflect expensive early childhood development programs rather than simply day care? Is it reasonable to charge the whole cost of development programs against welfare, or include it in the "cost" of an AFDC mother working?

FAMILY BUDGET STANDARD: FOR THE USE OF SOCIAL AND HEALTH AGENCIES IN NEW YORK CITY. New York: Community Council of Greater New York, Research Department, Budget Standard Service, 1970. 76 pp. 4.00

Because many voluntary and public agencies provide social services for fees depending on the client's ability to pay, this standard has been established for evaluating the economic position of the client. Part I contains background information and a description of the budget standard and its applications. Part II is classified into sections according to the category of consumption: food, clothing and personal care, housing and utilities, etc. Part III consists of five tables of cost summaries showing average costs for food, clothing, housing, etc.

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6. LICENSING STANDARDS

Armstrong, David P. A STUDY OF THE CHARACTERISTICS AND FUNCTIONS OF PRIVATE AND PUBLIC CHILD DAY CARE CENTERS. Master's thesis, University of Oklahoma, 1968. 107 pp.

> The three main areas of investigation of this paper are 1) a determination of the purpose of such operations; 2) a study of physical facilities of selected, presently operating centers; and 3) an analysis of criteria and standards necessary to create the optimum in child group-care facilities.

FULL DAY CARE OF CHILDREN IN METROPOLITAN MINNEAPOLIS. Minneapolis: Community Health and Welfare Council, 1971. 92 pp. 1.50

> In examining the day care situation in metropolitan Minneapolis, the following subjects are examined: value systems affecting day care, inventory of services, Title IV funding, cost of care, standards, business and industry, and federal legislation.

GUIDELINES FOR INFANT-TODDLER GROUP DAY CARE CENTER AGES ONE WEEK TO THREE YEARS. St. Paul: State of Minnesota, Department of Public Welfare, Day Care Section, n.d. 20 pp. Free

> On the basis that "if family day care cannot be obtained, then group care would be appropriate," this booklet offers guidelines in such areas as license, finances, facilities, staff, program, equipment, food service, parent involvement, early development, etc.

Sale, June Solnit, and Torres, Yolanda Ledon. "I'M NOT JUST A BABYSITTER": A DESCRIPTIVE REPORT OF THE COMMUNITY FAMILY DAY CARE PROJECT. Pasadena, California: Pacific Oaks College, 1971. 215 pp. 3.00

> This report describes the initiation and work of the Community Family Day Care Project in its first year of operation. The goals were to identify the formal and informal networks of child care in a multi-racial, low-income neighborhood in Pasadena, to explore possible methods that might be used to support existing networks, facilities, and people concerned with the day care of young children in order to improve the quality of service, and to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood.

Stinnett, T. M., and Pershing, Geraldine E. A MANUAL ON CERTIFICATION REQUIREMENTS FOR SCHOOL PERSONNEL IN THE UNITED STATES. Washington, D.C.: National Education Association, 1970. 221 pp. 6.00

In addition to certification, this manual reports on accreditation, professional standards and practices, legislation, new staffing patterns, and teacher aides.

U.S. Congress, Senate Committee on Finance. CHILD CARE: DATA AND MATERIALS. 92nd Cong., 1st sess., 16 June 1971. 156 pp. .65

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7 LEGISLATION AND REGULATION

Bourne, Patricia Gerald; Medrich, Elliott A.; Steadwell, Louis; and Barr, Donald. DAY CARE NIGHTMARE: A CHILD CENTERED VIEW OF CHILD CARE. Berkeley: University of California, Institute of Urban and Regional Development, 1970. 92 pp. Free

> A "child-centered stance" is the perspective for the four purposes of this paper: to establish a set of criteria based on the needs of children for extra-parental care, by which the performance of a system or constellation of child care services may be judged, to look at the existing range of services in order to see which of these needs of children are currently being met and which are not being met, to look at the existing constellation of services as a "system" and ask whether that system is able to respond to the current and evolving needs of children, and to identify immediate and particular changes which would make the existing system more effective, propose some priorities for action and a new form of organization for the delivery of day care services.

DAY CARE: PLANNING TO MEET COMMUNITY NEEDS. Minneapolis, Minnesota: Hennepin County, Office of the Administrator, 1971. 89 pp. 1.50

> "The major intent of this particular report is to provide a data base to be used by planners of day care services. A wide range of concerns are addressed in the report, including a brief review of agency involvement in day care planning, basic data on licensed day care homes and centers, a preliminary analysis of the potential user population in Hennepin County, and finally a review of day care legislation and financing possibilities."

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Steiner, Gilbert Y. THE STATE OF WELFARE. Washington, D.C.: Brookings Institution, 1971. 346 pp. 7.50

> This book confronts issues raised in President Nixon's proposal of the Family Assistance Plan as part of an inquiry into the politics of stability and change across the spectrum

of federal relief programs. Among these programs are aid to families with dependent children, food stamps, public housing, and veterans' pensions.

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This document is designed to fill a void by bringing together in one publication the most important current statistics, reports, statutory language, and regulations in child care.

U.S. Congress, Senate Committee on Finance, 22 September 1971. STATEMENT OF THE HONORABLE ELLIOT L. RICHARDSON, SECRETARY OF HEALTH, EDUCATION, AND WELFARE.

The Secretary appeared before this committee to present the Administration's position on the child care provisions of H.R. 1, the Welfare Reform bill pending before the committee.

U.S. Congress, Senate Committee on Labor and Public Welfare. JOINT HEARINGS BEFORE THE SUBCOMMITTEE ON EMPLOYMENT, MANPOWER, AND POVERTY AND THE SUBCOMMITTEE ON CHILDREN AND YOUTH ON S. 1512, COMPREHENSIVE CHILD DEVELOPMENT ACT OF 1971. 92nd Cong., 1st sess., May and June 1971. 930 pp.

S. 1512 amends the Economic Opportunity Act of 1964 to provide for a comprehensive child development program in the Department of Health, Education, and Welfare.

8. SPECIAL ISSUES

A. SPECIAL POPULATIONS

Afield, Walter E., and Gibson, Audrey B. CHILDREN OF RESURRECTION CITY. Washington, D.C.: Association for Childhood Education International, 1970. 48 pp. 1.50

> The authors describe the day care center and the children who came to it in Resurrection City in May 1968. The material in this booklet falls roughly into three parts. The first presents the children as seen against the overall activity of their parents; the second is comprised of vignettes of the children and their families; the third is a discussion of some of the broader social implications of the study.

Baratz, Stephen S. NEGRO CULTURE AND EARLY CHILDHOOD EDUCATION. Paper presented at the Montessori Centennial Conference, June 1970, New York. ERIC, 3.29

> This study suggests that many early intervention programs have been created which are ethnocentric and lack cross-cultural perspective. Suggestions are offered to take advantage of observed cultural differences, particularly in language and reading. Intervention is seen as necessary, but it should assume a culture conflict, rather than culture deficit, viewpoint.

Begaye, John Y.; Billison, Samuel W.; Blatchford, Herbert, Sr.; and Gatewood, Henry D. II. NAVAJO EVALUATORS LOOK AT ROUGH ROCK DEMONSTRATION SCHOOL. Chinle, Arizona: Rough Rock Demonstration School, 1969. 44 pp. Free

> Four prominent Navajo leaders were invited by the Board of Education to Rough Rock Demonstration School to do three things: ascertain what type of education the Navajo desire for their children, determine to what extent Indian involvement and cultural curricula should be included, and see how Navajos want their schools programmed and operated.

BILINGUAL FAMILY SCHOOL PROJECT (ADAIR COUNTY, OKLAHOMA). Little Rock, Arkansas: South Central Regional Education Laboratory, 1969. 8 pp. ERIC, 3.29

> A survey of educational needs assigned high priority to provision of bilingual preschool experiences for Cherokee Indian

children and to home-school-community involvement of their parents. As a result, the Bilingual Family School offers an instructional program emphasizing language development and individual exploration of educational materials and parent activities, including daily exposure to the childrens' program in addition to studying the Cherokee language, developing teacher aids, learning handcrafts, and receiving information on sanitation and nutrition.

EARLY CHILDHOOD EDUCATION LEARNING SYSTEM FOR THREE- AND FOUR-YEAR-OLD MIGRANT CHILDREN, MCALLEN, TEXAS. Austin: Southwest Educational Development Laboratory, 1969. 101 pp. ERIC, 6.58

This is an instructional program which includes staff development and parent-school-community involvement. Focus is on the special learning problems of Mexican-American children and the development of bilingual competence.

EXCEPTIONAL CHILDREN 37(1971)

This issue is devoted to the topic "The Exceptional Child's Early Years." It includes articles on toys, intellectual development, model centers for preschool handicapped children, and development of a staff training prototype for early childhood centers.

Gordon, Edmund W., and Wilkerson, Doxey A. COMPENSATORY EDUCATION FOR THE DISADVANTAGED. New York: College Entrance Examination Board, 1966. 299 pp. 4.50

This book "contains an up-to-date digest, analysis, and critical evaluation of nationwide preschool through college programs of compensatory education for the disadvantaged." In addition to identifying the disadvantaged and describing the programs, the authors discuss such subjects as the reasons for compensatory education; teacher recruitment, preparation, and inservice training; curriculum innovation; the role of parents and the community; the inadequacies of existing thought and action on overall approaches to education for the disadvantaged; and the challenges for the future. A "Directory of Compensatory Practices" contains city-by-city, area-by-area outlines of past and present programs.

Johnson, Broderick H. NAVAHO EDUCATION AT ROUGH ROCK. Rough Rock, Arizona: Rough Rock Demonstration School, 1968. 212 pp. 2.50

The success of the Rough Rock Demonstration School is attributed to the involvement of the Indian parents and the leadership of the all Navaho school board.

MIGRANT CHILDREN: THEIR EDUCATION. Washington, D.C.: Association for Childhood Education International, 1971. 64 pp. 2.00

The 15 articles in this booklet are concerned with the problems of migrant children and how teachers can understand and deal with these problems in helping the children get an education.

PARENT COOPERATIVE PRESCHOOLS INTERNATIONAL. Quebec, Canada, 1967. 4.50

This series of booklets gives guidelines to follow in implementing a parent cooperative preschool. The titles include ORIENTATION, SAFETY IN THE PRESCHOOL, HOW TO START A PARENT COOPERATIVE PROGRAM, TEACHER HIRING, and PUBLICITY.

Wax, Murray L.; Way, Rosalie H.; Dumont, Robert V., Jr.; Holyrock, Roselyn; and Onefeather, Gerald. FORMAL EDUCATION IN AN AMERICAN INDIAN COMMUNITY. Atlanta: Emory University, 1964. 133 pp. ERIC, 6.58

Three theories guided this research project at Pine Ridge Reservation, South Dakota: cultural disharmony, lack of motive/unappealing curricula, and preservation of identity. Fifteen recommendations are given on improving schools for Indians covering areas from personnel, hiring, educational relations, hopeful decrease in teacher turnover, assistance from tribal council, guidance and counseling and a program advantageous to over-age students.

B. PARENT PARTICIPATION

Adkins, Dorothy C., and Herman, Hannah. HAWAII HEAD START EVALUATION--1968-69. Honolulu: University of Hawaii, 1970. 192 pp. ERIC, 6.58

The following comparisons were made in this study: the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, and one focusing on more general concepts of child development); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance).

Begaye, John Y.; Billison, Samuel W.; Blatchford, Herbert, Sr.; and Gatewood, Henry D. II. NAVAJO EVALUATORS LOOK AT ROUGH ROCK DEMONSTRATION SCHOOL. Chinle, Arizona: Rough Rock Demonstration School, 1969. 44 pp. Free

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EARLY CHILDHOOD EDUCATION LEARNING SYSTEM FOR THREE- AND FOUR-YEAR-OLD MIGRANT CHILDREN, MCALLEN, TEXAS. Austin: Southwest Educational Development Laboratory, 1969. 101 pp. ERIC, 6.58

This is an instructional program which includes staff development and parent-school-community involvement. Focus is on the special learning problems of Mexican-American children and the development of bilingual competence.

Gordon, Edmund W., and Wilkerson, Doxey A. COMPENSATORY EDUCATION FOR THE DISADVANTAGED. New York: College Entrance Examination Board, 1966. 299 pp. 4.50

This book "contains an up-to-date digest, analysis, and critical evaluation of nationwide preschool through college programs of compensatory education for the disadvantaged." In addition to identifying the disadvantaged and describing the programs, the authors discuss such subjects as the reasons for compensatory education; teacher recruitment, preparation, and inservice training; curriculum innovation; the role of parents and the community; the inadequacies of existing thought and action on overall approaches to education for the disadvantaged; and the challenge for the future. A "Directory of Compensatory Practices" contains city-by-city, area-by-area outlines of past and present programs.

Greenberg, Polly. "CDGM . . . An Experiment in Preschool for the Poor." YOUNG CHILDREN 22(1967):307-15

The Child Development Group of Mississippi began its Head Start program by seeking out poor parents to develop education for their own children with the support of professionals. This approach rested in the belief that "stage one" in early childhood education for poor children is "to explore the feelings and factors in the child's home and community life that cause him to be classified 'disadvantaged,' and to explore these things with the experts in this area of knowledge, i.e., his parents, and then to experiment cooperatively with them in developing processes and procedures for coping with some of these conditions which both parents and professionals consider handicaps to full personal development and fruitfulness."

Gross, Louise, and MacEwan, Phyllis. "On Day Care." WOMEN: A JOURNAL OF LIBERATION 1(1970):26-29

Day care is viewed as "a people's liberation issue." In contrast to the isolated private home environment, group care provides a "liberating" environment for children. The authors point out some areas in which day care centers must be "radicalized": local control, hidden curriculum, teachers' ideology, and men on day care staffs.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Heisler, Florence, and Crowley, Francis. PARENTAL PARTICIPATION: ITS EFFECT ON THE FIRST-GRADE ACHIEVEMENT OF CHILDREN IN A DEPRESSED AREA. Albany: New York State Education Department, Division of Research, 1969. 19 pp. ERIC, 3.29

"This paper reports an experimental evaluation of the effect of increased parental participation on the education of youngsters in a depressed area. Analysis of the data collected indicates that the beneficial effect of enlisting parent participation in the education of their children on the latters' academic achievement will be discernible only after several years of concerted effort, and will not produce any large, immediate, educational improvement.

Hervey, Sarah D. ATTITUDES, EXPECTATIONS, AND BEHAVIOR OF PARENTS OF HEAD START AND NON-HEAD START CHILDREN. Detroit: Merrill-Palmer Institute; East Lansing: Michigan State University, Head Start Evaluation and Research Center, 1968. 24 pp. ERIC, 3.29

Head Start parents were compared with non-Head Start parents as to educational and child rearing practices in order to

ascertain if participation in Head Start had changed their attitudes and behavior in a way relevant to the positive development of their children.

Jacobs, Sylvia H., and Pierce-Jones, John. PARENT INVOLVEMENT IN PROJECT HEAD START. Austin: University of Texas, 1969. 101 pp. ERIC, 6.58

"The present study was an attempt to assess the impact of Project Head Start upon the parents of children who participated in a 6-month Head Start intervention program in Austin, Texas. The sample was comprised of 57 Negro and 51 Latin-American parents."

Johnson, Broderick H. NAVAHO EDUCATION AT ROUGH ROCK. Rough Rock, Arizona: Rough Rock Demonstration School, 1968. 212 pp. 2.50

The success of the Rough Rock Demonstration School is attributed to the involvement of the Indian parents and the leadership of the all-Navaho school board.

Newman, Sylvia. GUIDELINES TO PARENT-TEACHER COOPERATION IN EARLY CHILDHOOD EDUCATION. Brooklyn: Book-Lab, 1971. 96 pp. 1.95

As part of the More Effective Schools Program in New York City, a practical program for developing curriculum experiences in early childhood education by means of parent-teacher workshops and home-supported activities was initiated. Specific procedures and techniques that were found useful in developing the parent-school program are outlined in this booklet.

Niedermeyer, Fred C. PARENT-ASSISTED LEARNING. Inglewood, California: Southwest Regional Educational Laboratory, 1969. 44 pp. ERIC, 3.29

The effects of parent-monitored practice at home on pupil performance in reading were investigated. Results of studies in three kindergarten classes indicated that the Parent-Assisted Learning Program and the Communication Skills Program elicited high levels of parent participation and pupil learning.

PARENT PARTICIPATION: SELECTED BIBLIOGRAPHY SERIES. Urbana, Illinois: University of Illinois, Educational Resources Information Center on Early Childhood Education, 1971. 6 pp. .25

The citations in this bibliography have been taken from RESEARCH IN EDUCATION and CURRENT INDEX TO JOURNALS IN EDUCATION. The references date from 1966.

Schiff, Herbert Jerome. THE EFFECT OF PERSONAL CONTACTUAL RELATIONSHIPS ON PARENTS' ATTITUDES TOWARD AND PARTICIPATION IN LOCAL SCHOOL AFFAIRS. Ph.D. dissertation, Northwestern University, 1963.

"The purpose of this study was to determine the effect of personal contactual relationships with school personnel on parents' attitudes toward the school and parents' participation in school affairs. It was also desired to ascertain whether the effect of the parents' relationship with school personnel was evidenced in their children's reading achievement, attendance, behavior, and study habits."

C. COMMUNITY ORGANIZATION

Begaye, John Y.; Billison, Samuel W.; Blatchford, Herbert, Sr.; and Gatewood, Henry D., II. NAVAJO EVALUATORS LOOK AT ROUGH ROCK DEMONSTRATION SCHOOL. Chinle, Arizona: Rough Rock Demonstration School, 1969. 44 pp. Free

Four prominent Navajo leaders were invited by the Board of Education to Rough Rock Demonstration School to do three things: ascertain what type of education the Navajo desire for their children, determine to what extent Indian involvement and cultural curricula should be included, and see how Navajos want their schools programmed and operated.

EARLY CHILDHOOD EDUCATION LEARNING SYSTEM FOR THREE- AND FOUR-YEAR-OLD MIGRANT CHILDREN, MCALLEN, TEXAS. Austin: Southwest Educational Development Laboratory, 1969. 101 pp. ERIC, 6.58

This is an instructional program which includes staff development and parent-school-community involvement. Focus is on the special learning problems of Mexican-American children and the development of bilingual competence.

Ellis, Kate, and Petchesky, Rosalind. THE POLITICS OF DAY CARE. Chicago: New University Conference, 1971. 13 pp. .25

New University Conference is a national organization of radicals who are "committed to struggle politically to create

a new, American form of socialism and to replace an educational and social system that is an instrument of class, sexual, and racial oppression with one that belongs to the people." Day care was adopted as one of the national programs. "The principal object of this paper is to show that community contexts (i.e., social welfare contexts) have become not only vital to the functioning of corporate capitalism but also major arenas of socialization and of the potential development of class consciousness."

Gross, Louise, and MacEwan, Phyllis. "On Day Care." WOMEN: A JOURNAL OF LIBERATION 1(1970):26-29

Day care is viewed as "a people's liberation issue." In contrast to the isolated private home environment, group care provides a "liberating" environment for children. The authors point out some areas in which day care centers must be "radicalized": local control, hidden curriculum, teachers' ideology, and men on day care staffs.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction factors between adults and children which promote child development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Johnson, Broderick H. NAVAHO EDUCATION AT ROUGH ROCK. Rough Rock, Arizona: Rough Rock Demonstration School, 1968. 212 pp. 2.50

The success of the Rough Rock Demonstration School is attributed to the involvement of the Indian parents and the leadership of the all-Navaho school board.

Marshall, Dale Rogers. THE POLITICS OF PARTICIPATION IN POVERTY: A CASE STUDY OF THE BOARD OF THE ECONOMIC AND YOUTH OPPORTUNITIES AGENCY OF GREATER LOS ANGELES. Ph.D. dissertation, University of California, 1969. 406 pp.

This study of local political participation focuses on what happened when representatives of the poor became members of the board of the Los Angeles community action agency, the Economic and Youth Opportunities Agency of Greater Los Angeles. It asks two central questions about the functioning of the board: how much power do the poverty representatives really have on the board and what effect does the board have on the attitudes of the members, both the poverty people and the other board members?

NEIGHBORHOOD-BASED CHILD CARE SERVICES FOR THE INNER CITY: A SERVICE MODEL, A STAFFING PLAN AND A PROGRAM IMPLEMENTATION STRATEGY. Chicago: Illinois Board of Vocational Education and Rehabilitation, 1971. 85 pp. Free

The purpose of this study was to design a child care program responsive to the needs of disadvantaged inner city neighborhoods. The model, based upon a capacity of 100 children, features a central unit for administrative and supportive services surrounded by five mini-centers located within walking distance. It provides employment and career development for 28 welfare mothers and other low income residents and community participation in planning and management.

D. GROUPING

No entries.

9. EVALUATION

Badal, Alden W. EVALUATION REPORT: ESEA PROGRAM OF COMPENSATORY EDUCATION. Oakland, California: Oakland Public Schools, 1968. 636 pp. ERIC, 23.03

This document consists of three parts: (1) the evaluation report; (2) an appendix containing tables, questionnaire summaries, sample forms, etc.; and (3) an abstract of the total document. Included in the report are the remedial and corrective programs, the supportive and auxiliary services, the cultural enrichment programs, the school integration project involving bus transfer of 311 students, an inservice education program, and the parent interview survey.

Bouchard, Ruth, and Mackler, Bernard. A PREKINDERGARTEN PROGRAM FOR FOUR-YEAR-OLDS: WITH A REVIEW OF THE LITERATURE ON PRESCHOOL EDUCATION. New York: Center for Urban Education, 1967. 54 pp. ERIC, 3.29

Evaluation of a prekindergarten program in Harlem centered on the outcomes of learning rather than the social, emotional, and intellectual processes of learning. A review of literature on nursery school, preschool, and Project Head Start is included with data covering the subjects of social, emotional, and cognitive development of children.

Bowles, Samuel, and Levin, Henry M. "The Determinants of Scholastic Achievement -- An Appraisal of Some Recent Evidence." JOURNAL OF HUMAN RESOURCES 3(1968):3-24

"This study assesses some of the more highly publicized and controversial conclusions of EQUALITY OF EDUCATIONAL OPPORTUNITY by James S. Coleman et al." It scrutinizes the data and the statistical analysis on which the findings of the Coleman Report are based. The study suggests that, because of poor measurement of school resources, inadequate control for social background, and innappropriate statistical techniques used in the presence of interdependence among the independent variables, many of the findings of the Report are not supported.

Caldwell, Bettye M., and Honig, Alice S. APPROACH: A PROCEDURE FOR PATTERNING RESPONSES OF ADULTS AND CHILDREN, CODING MANUAL. Little Rock: University of Arkansas, n.d. 134 pp. Free

The coding system described here is a numerical language into which ongoing behavior can be translated and then summarized

and analyzed. It was developed with a nursery school setting although it does not require any specific type of social situation.

CHILD CARE SERVICES (DAY CARE). Seattle: Seattle Model City Program, 1970. 82 pp. Free

Supplementary care for children was deemed essential to the solution of family problems characteristic of Seattle's Model Neighborhood. A plan was developed to provide quality child care appropriate to the circumstances of the child and family to all residents in need, and at a cost commensurate with the family's ability to pay. This project description gives the background; principles, goals, and objectives; project content; project schedule; personnel; and first-phase budget. The second-year plan, published in October 1970, includes the second-year objectives and the first-year evaluation report.

Curran, Joseph R., and Jordan, John W. THE KLH EXPERIENCE: AN EVALUATIVE REPORT OF DAY CARE IN ACTION AT THE KLH CHILD DEVELOPMENT CENTER, CAMBRIDGE, MASSACHUSETTS. Cambridge, Massachusetts: KLH Child Development Center, 1971. 126 pp. 5.00

This evaluative report discusses the growth and development of the KLH Child Development Center. Each component of this industry day care center is evaluated for its effectiveness as it relates to the total program.

EDUCATIONAL LEADERSHIP 28(1971). 1.00

The theme of this issue is "Early Childhood Education: A Perspective." It contains articles by David L. Elliott, Milly Cowles, Joe L. Frost, June M. Patterson, and Walter L. Hodges.

Grotberg, Edith H., ed. DAY CARE: RESOURCES FOR DECISIONS. Washington, D.C.: Office of Economic Opportunity, Office of Planning, Research and Evaluation, 1971. 484 pp.

"This volume is an attempt to help the coordination of research and program efforts by providing a state of the art concerning both research and program." The six sections are as follows: Part I: day care experiences in other countries and in the U.S.; Part II: program curricula that most directly affect the cognitive and social-emotional development of children; Part III: interaction development; Part IV: supportive services; Part V: training and delivery systems; and Part VI: important approaches to evaluation.

Hawkins, David F.; Curran, Joseph R.; and Jordan John W. INDUSTRY RELATED DAY CARE: THE KLH CHILD DEVELOPMENT CENTER, PART I. Cambridge, Massachusetts: KLH Child Development Center, n.d. 123 pp. 3.00

> The purpose of this report is to present the research design for the evaluation of the industry-related child care center and to discuss the expectations of the parties involved, their progress to date in establishing the center, and the critical decisions made by these groups. The time period covered is from spring 1965 to February 1969.

Van Egmond, Elmer; Miller, George; Jackanicz, Sandra; and Cheong, George. OPERATION HEAD START: AN EVALUATION. Cambridge, Massachusetts: Lesley College, 1966. 93 pp. ERIC, 3.29

> Two aspects of the Cambridge Head Start program were considered in this study: the summer teaching intervention and the comparative performance of children in public school kindergarten classrooms who did and did not participate in the Head Start program.

Williams, Charles Ray. A COMPARISON OF CONTRASTING PROGRAMS IN EARLY CHILDHOOD EDUCATION. Los Angeles: University of California, 1970. 128 pp. ERIC, 6.58

> "This study compares the performance of pupils in the individualized early childhood program at the University of California at Los Angeles Elementary School with that of kindergarten pupils in the more conventional program of the Los Angeles City Schools. Programs of both institutions are analyzed and relationships between school program and student performance are noted."

10. FACILITIES AND SUPPLIES

Armstrong, David P. A STUDY OF THE CHARACTERISTICS AND FUNCTIONS OF PRIVATE AND PUBLIC CHILD DAY CARE CENTERS. Master's thesis, University of Oklahoma, 1968. 107 pp.

> The three main areas of investigation of this paper are 1) a determination of the purpose of such operations; 2) a study of physical facilities of selected, presently operating centers; and 3) an analysis of criteria and standards necessary to create the optimum in child group-care facilities.

Baker, Katherine Read. LET'S PLAY OUTDOORS. Washington, D.C.: National Association for the Education of Young Children, 1970. 35 pp. 1.00

> The many suggestions for outdoor experiences in this booklet are designed to help teachers provide a richer learning environment for young children.

Ball, Samuel, and Bogatz, Gerry Ann. THE FIRST YEAR OF SESAME STREET: AN EVALUATION. Princeton, New Jersey: Educational Testing Service, 1970. 441 pp.

> "The report that follows is an evaluation of the impact of a nationally telecast show on a relatively small but important segment of our society -- 3- through 5-year-old children. It is to be hoped that this study, unprecedented in scope, will soon have many parallels and will be useful in improving television programming."

Berson, Minnie P., and Chase, William W. "Planning Preschool Facilities." AMERICAN EDUCATION, December 1965-January 1966, pp. 7-11

> This article is concerned with all of the factors that should be considered in individual communities for planning preschool facilities.

Borom, Raymond. DAY CARE PLUS. Cleveland, Ohio: Day Care Facilities Development Service, n.d. Unpaged. Free

> Designs are presented for low-income day care centers and homes, industrial day care centers, and day care centers plus dormitories. Budgets are included.

"Buildings for a Broad Spectrum of Health Care." ARCHITECTURAL RECORD 149(1971):135-50

Providing care for children of working mothers is viewed as a very important aspect of the future health of this country, as well as the health of individual children. Designs for four child care centers are included in this article.

"Children's Needs Emphasized in 'Young Family Communities.'" APARTMENT CONSTRUCTION NEWS, June 1971, pp. 22-26

An increasing number of day care centers are being included in housing facilities that have a young family market. "The underlying philosophy of these centers is to meet the needs of young families with child care available up to 24 hours per day and to provide a comprehensive educational environment."

"Child's Play Is Business When Builders Plan Apartment Services." APARTMENT CONSTRUCTION NEWS, May 1970.

Educare Child Care Centers, Inc. in Memphis negotiates with developers to lease land on an apartment project's site and builds as well as runs day care centers. Centers are designed for 90, 120, or 150 children with college-trained directors and other staff members at a ratio of one adult for every 12 children.

Curran, Joseph R., and Jordan, John W. THE KLH EXPERIENCE: AN EVALUATIVE REPORT OF DAY CARE IN ACTION AT THE KLH CHILD DEVELOPMENT CENTER, CAMBRIDGE, MASSACHUSETTS. Cambridge, Massachusetts: KLH Child Development Center, 1971. 126 pp. 5.00

This evaluative report discusses the growth and development of the KLH Child Development Center. Each component of this industry day care center is evaluated for its effectiveness as it relates to the total program.

DAY CARE: CLEARINGHOUSE PORTFOLIO NO. TWO. Washington, D.C.: National Program for Voluntary Action, n.d. Free

Items included are day care project case histories, data on films for children, publications from the clearinghouse, and pamphlets on the 4-C program and federal assistance for day care programs.

ENVIRONMENTAL ABSTRACTS. Ann Arbor: University of Michigan, College of Architecture and Design, Architectural Research Laboratory, 1965. 767 pp. 15.00

These abstracts are condensations of reference material considered significant in the study of environmental relationships. They are believed to be "a representative scanning of the field as well as a good indication of the

various lines of investigation that have been pursued so far in the study of how behavior is affected by environment."

EQUIPMENT AND SUPPLIES: TESTED AND APPROVED FOR PRESCHOOL/SCHOOL/HOME. Washington, D.C.: Association for Childhood Education International, 1968. 120 pp. 1.50

This book is designed to be an aid in choosing the best educational materials from the vast array available. The criteria for selection were based upon educational objectives.

Friedberg, M. Paul. PLAYGROUNDS FOR CITY CHILDREN. Washington, D.C.: Association for Childhood Education International, 1969. 56 pp. 1.50

The playgrounds described and pictured in New York and Washington were designed to give children the opportunity to "learn through self-initiated activities."

Gross, Ronald, and Murphy, Judith. EDUCATIONAL CHANGE AND ARCHITECTURAL CONSEQUENCES. New York: Educational Facilities Laboratories, 1968. 88 pp. 2.00

"This report is a primer on school design. It was prepared by EFL to serve as a review of educational change and architectural consequences. Many of the significant decisions regarding school planning in the United States and Canada are made by the laymen who constitute the school boards and building committees in communities across the continent. This report has been prepared to aid these laymen in creatively exercising their responsibilities."

Kritchevsky, Sybil; Prescott, Elizabeth; and Walling, Lee. PLANNING ENVIRONMENTS FOR YOUNG CHILDREN: PHYSICAL SPACE. Washington, D.C.: National Association for the Education of Young Children, 1969. 56 pp. 1.50

Particular settings invite children to involve themselves in particular activities, and the extent of children's constructive participation in the activity will depend in large part on how well certain concrete measurable aspects of the surrounding physical space meet their "hunger, attitudes and interests." These spatial cues -- what they are, and how they can be used to support goals for young children -- are the subject of this document.

"Living Suites Converted to Professional Day Care Center." APARTMENT CONSTRUCTION NEWS, June 1971, pp. 21-22

In St. Paul, Minnesota, two apartments in a complex were turned into a day center. Residents of the apartments pay $5 less than non-residents for the service which includes before and after school programs.

Schwartz, Anthony N.; Phillips, Leonard W.; and Smith, Manon B. REACH (RAISING EDUCATIONAL ASPIRATIONS OF THE CULTURALLY HANDICAPPED). Plattsburgh, New York: State University College, 1965. 27 pp. ERIC, 3.29

"An intensive preschool program of home teaching and guidance was conducted with 30 rural area disadvantaged children. The results indicated that the pupils did profit, to some extent, from the teaching program, and also that parents are willing to cooperate in home-teaching programs. Finally the use of television as an instructional medium was found to be feasible."

Stanton, Jessie, and Rudolph, Marguerita. PLANNING A NURSERY SCHOOL BUILDING. New York: Bank Street College of Education, 1957. 6 pp. .25

Physical facilities, based on children's needs, are the subject of this pamphlet.

Stanton, Jessie, and Weisberg, Alma. PLAY EQUIPMENT FOR THE NURSERY SCHOOL. New York: Bank Street College of Education, 1962. 14 pp. .25

"This outline for nursery school equipment suggests a broad range of areas for a teacher to explore with her children rather than a prescription for material. It is hoped that the extent and variety of materials suggested will serve to stimulate the development and implementation of an educational program, challenging and satisfying the children's intellectual and emotional development."

Swenson, Leonard E. "The Schoolyard as a Center for Learning." CHILDHOOD EDUCATION 43(1967):328-333

In the belief that knowledge of his environment enhances the child's academic experiences, children are being helped to use their senses through involvement in learning outside the classroom on or near the school grounds.

"Today's Day Center Amenity May be Necessity of Tomorrow." APARTMENT CONSTRUCTION NEWS, May 1971, pp. 15-18

The inclusion of a 94-pupil capacity early childhood education center in a 500-unit apartment complex is described in this article. After its initial opening to provide day care, the center later expanded to include a kindergarten program and before and after school remedial and developmental programs.

Walberg, Herbert J. STRUCTURAL AND AFFECTIVE ASPECTS OF CLASSROOM CLIMATE. Cambridge, Massachusetts: Harvard University, 1967. 18 pp. ERIC, 3.29

> "Using the classroom as the unit of analysis, a 25 percent random sample of students in 72 classes from all parts of the country took the classroom climate questionnaire in order to investigate the relationship between structural (organizational) and affective (personal interaction between group members) dimensions of group climate."

Walberg, Herbert J., and Anderson, Gary. CLASSROOM CLIMATE AND INDIVIDUAL LEARNING. Cambridge, Massachusetts: Harvard University, 1967. 16 pp. ERIC, 3.29

> "To investigate the relationship between individual satisfaction with classroom climate and learning, 2100 high school juniors and seniors were asked to evaluate the Harvard Project Physics, an experimental course which utilized new instructional methods and materials. It was found that significant and complex relations existed between climate measures and learning criteria, and groups of climate variables predicted learning better than others."

Yahr, Nina, and Wingate, Eric. THE YAHR-WINGATE REPORT: AN INVESTIGATION OF DIRECT LEASE DAY CARE CENTERS IN NEW YORK CITY. New York: State of New York, The Assembly, 1971. 19 pp. Free

> The city of New York entered into long-term, net leases with private landlords for buildings ostensibly designed for use as day care centers. The city then turned these buildings over to day care sponsors to operate day care programs. The day care sponsors have bitterly complained of poor design, poor construction and inadequate equipment in the centers. This report is an investigation into the quality of these " "direct lease" day care centers and includes an analysis of fourteen day care centers in Manhattan, Brooklyn, and the Bronx.

11. GENERAL RESOURCES

EDUCATION VOUCHERS: A REPORT ON FINANCING ELEMENTARY EDUCATION BY GRANTS TO PARENTS. Cambridge, Massachusetts: Center for the Study of Public Policy, 1970. 348 pp. 4.00

> The first section is the preliminary report submitted to OEO in March 1970 dealing with the possible use of vouchers at the elementary school level. This report recommended that OEO try to find a local school district willing to conduct a five- to eight-year demonstration of a suitable voucher system. The second section deals with an eight-month investigation of the feasibility of conducting a demonstration project of the general type recommended.

Hadlock, Alton P., ed. REPORT OF CONFERENCE ON ADULT EDUCATION IN THE DEVELOPING NATIONS: JUNE 14-15, 1962. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1962. 79 pp. ERIC, 3.29

> This conference was convened for the purpose of producing guidelines on the nature and scope of adult education for the developing nations. It consists of background and working papers, verbatim reports of speeches, summaries from the working groups, and recommendations.

Hoselitz, Bert F., ed. A READER'S GUIDE TO THE SOCIAL SCIENCES. New York: Free Press, 1970. 425 pp. 8.95

> "The chief interest of each contributor has been to present a description of the type of literary output and its uses in a field of specialization." The book is divided into the following sections: sociology, anthropology, psychology, political science, economics, and geography.

MEASURING THE IMPACT OF VISTA ON POVERTY COMMUNITIES. Washington, D.C.: American Technical Assistance Corporation, 1969. 119 pp.

> Three distinguishing characteristics of VISTA are used for measurement purposes: a large number of volunteer program activities and sponsors that yields a great diversity of program outcomes; general and imprecise goals often interpreted differently by volunteers, sponsor agencies, and participating populations; and a process or VISTA presence, based on volunteers living and working directly with poor people, that reinforces program activities but also has independent consequences.

RESEARCH AND DEVELOPMENT REGISTER IN EARLY CHILDHOOD EDUCATION, 1970. St. Ann, Missouri: National Program on Early Childhood Education of CEMREL, 1971. 235 pp. 2.00

The register lists 1,479 investigators in the field of early childhood education and the type of investigation in which they are involved.

Rios, Barbara J. PLANNING FOR JUSTICE IN SOCIAL WELFARE: A BIBLIOGRAPHY OF MATERIALS RELEVANT TO THE STUDY OF WELFARE LAW AND LEGAL SERVICES TO WELFARE RECIPIENTS. Monticello, Illinois: Council of Planning Librarians, 1970. 19 pp. 2.00

This bibliography includes books, pamphlets, periodicals, reporting services, newsletters, articles, and other sources of information such as research centers, abstracting services, and organizations.

12. PUBLIC SCHOOLS

Badal, Alden W. EVALUATION REPORT: ESEA PROGRAM OF COMPENSATORY EDUCATION. Oakland, California: Oakland Public Schools, 1968. 636 pp. ERIC, 23.03

> This document consists of three parts: (1) the evaluation report; (2) an appendix containing tables, questionnaire summaries, sample forms, etc.; and (3) an abstract of the total document. Included in the report are the remedial and corrective programs, the supportive and auxiliary services, the cultural enrichment programs, the school integration project involving bus transfer of 311 students, an inservice education program, and the parent interview survey.

Bowles, Samuel, and Levin, Henry M. "The Determinants of Scholastic Achievement -- An Appraisal of Some Recent Evidence." JOURNAL OF HUMAN RESOURCES 3(1968):4-24

> "This study assesses some of the more highly publicized and controversial conclusions of EQUALITY OF EDUCATIONAL OPPORTUNITY by James S. Coleman et al." It scrutinizes the data and the statistical analysis on which the findings of the Coleman Report are based. The study suggests that, because of poor measurement of school resources, inadequate control for social background, and inappropriate statistical techniques used in the presence of interdependence among the independent variables, many of the findings of the Report are not supported.

Brookover, Wilbur B.; Erickson, Edsel L., and Joiner, Lee M. RELATIONSHIP OF SELF-CONCEPT TO ACHIEVEMENT IN HIGH SCHOOL. East Lansing: Michigan State University, Human Learning Research Institute, 1967. 368 pp. ERIC, 13.16

> "This research on the relationship of self-concept of ability to academic achievement in high school was based on the theoretical framework commonly identified as the symbolic interactional theory of behavior. The basic postulate was that academic behavior or school learning is limited by the student's self-concept of his ability, and that self-concept results from the expectations and evaluations held by significant others as perceived by the student."

Brookover, Wilbur B.; LePere, Jean M.; Hamachek, Don E.; Thomas, Shailer; and Erickson, Edsel L. IMPROVING ACADEMIC ACHIEVEMENT THROUGH STUDENTS' SELF-CONCEPT ENHANCEMENT. East Lansing: Michigan State University, College of Education, Bureau of Educational Research Services, 1965. 354 pp. ERIC, 13.16

> "This study's purpose was to enhance the self-concept of ability of low-achieving, junior high school students and, subsequently, increase their achievement through (1) modification of images and expectations held by parents, (2) direct contact with an 'expert,' communicating information to enhance self-concept of ability, and (3) interaction with a counselor, holding positive and high expectations for the students.

Daniels, Steven. HOW 2 GERBILS 20 GOLDFISH 200 GAMES 2000 BOOKS AND I TAUGHT THEM HOW TO READ. Philadelphia: Westminster Press, 1971. 171 pp. 2.45

> The author tells of his experiences teaching in a Philadelphia ghetto school. He presents his program for teaching his students to read, including their test scores of reading improvement.

Fantini, Mario D., and Weinstein, Gerald. "Taking Advantage of the Disadvantaged." TEACHERS COLLEGE RECORD 69(1967):12 pp. (Reprint available from Ford Foundation. Free)

> This article deals with the possibilities of using what has been learned from the disadvantaged in converting all schools "into relevant, flexible institutions which educate for work and careers."

Greenleaf, Warren T., and Griffin, Gary, A. SCHOOLS FOR THE 70'S AND BEYOND: A CALL TO ACTION. Washington, D.C.: National Education Association, 1971. 148 pp. 2.25

> This volume is addressed to members of the teaching profession as one basis for a series of town meetings to improve schools in the United States. The role of teachers is seen as central in involving students and parents in making schools "truly humane, and scholastically excellent as well."

Hess, Robert D. THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN: MANUAL OF INSTRUCTIONS FOR ADMINISTERING AND SCORING 'SCHOOLS' QUESTION. Chicago: University of Chicago, Urban Child Center, 1967. 4 pp. ERIC, 3.29

> This manual describes measures used in "The Cognitive Environments of Urban Pre-School Children" project at the University of Chicago. The "schools" question asked of the mother was what she would do about the schools if she could do as she wished.

Meade, Edward J., Jr. ACCOUNTABILITY AND GOVERNANCE IN PUBLIC EDUCATION. Address delivered before the Committee on the Smaller Secondary School at the annual convention of the National Association of Secondary School Principals, 12 February 1968, at Atlantic City, New Jersey. 14 pp. (Reprint available from Ford Foundation. Free)

On the issue of accountability, the author believes that responsibility has shifted from individual classes and teachers to entire schools and teaching staffs. Communities have taken on a new role in governance, but the author views the best governance as a shared reponsibility of the community, school board, administrator, teacher, and, perhaps, the student.

Schiff, Herbert Jerome. THE EFFECT OF PERSONAL CONTACTUAL RELATIONSHIPS ON PARENTS' ATTITUDES TOWARD AND PARTICIPATION IN LOCAL SCHOOL AFFAIRS. Ph.D. dissertation, Northwestern University, 1963.

"The purpose of this study was to determine the effect of personal contactual relationships with school personnel on parents' attitudes toward the school and parents' participation in school affairs. It was also desired to ascertain whether the effect of the parents' relationship with school personnel was evidenced in their children's reading achievement, attendance, behavior, and study habits."

Stinnett, T. M., and Pershing, Geraldine E. A MANUAL ON CERTIFICATION REQUIREMENTS FOR SCHOOL PERSONNEL IN THE UNITED STATES. Washington, D.C.: National Education Association, 1970. 22 pp. 6.00

In addition to certification, this manual reports on accreditation, professional standards and practices, legislation, new staffing patterns, and teacher aides.

THEIR DAILY BREAD: A STUDY OF THE NATIONAL SCHOOL LUNCH PROGRAM. Atlanta: McNelley-Rudd, 1968. 135 pp. Free

This study was undertaken to find out why so few children participate in the National School Lunch Program and why the School Lunch Program is failing to meet the needs of poor children. The chief recommendation calls for a universal, free, school lunch program as part of a long-range plan for better nutrition for all children.

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